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ABSTRACT

Desegregation efforts made by the Boston Public School District between December 1, 1984, and May, 1985, are discussed and evaluated in this collection of reports prepared for the U.S. District Court. Seven monitoring areas are dealt with. These are student assignments and special desegregation measures, vocational and occupational education, school facilities, staff, transportation, and parent and student organizations. Each of the seven reports includes a summary of the specific findings and the documentation in support of specific findings. Additionally, disputes resolved and modifications made during the monitoring period are described. (KH)

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COMMONWEALTH OF MASSACHUSETTS
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REPORT NO. 5

TO THE UNITED STATES DISTRICT COURT, DISTRICT OF MASSACHUSETTS ON BOSTON SCHOOL DESEGREGATION

VOLUME 2

JULY 15, 1985

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COMMONWEALTH OF MASSACHUSETTS
BOARD OF EDUCATION

REPORT NO. 5

TO THE UNITED STATES DISTRICT COURT

DISTRICT OF MASSACHUSETTS

ON

BOSTON SCHOOL DESEGREGATION

VOLUME II

TABLE OF CONTENTS

Page No.

Introduction..3

I Monitoring Reports

Student Assignments and Special Desegregation Measures..............................5

A. Assignments..............................8

B. Special Desegregation Measures............9

C. Modifications to the Student Assignment Plan..........................10

D. District 3 and 4 Assignment Modifications...........................12

E. Bilingual Assignments..................12

F. Citywide Vocational Program Assignments............................13

G. Support Services for Minority Students in Examination Schools..........13

Conclusions/Recommendations........................15

Attachments..17

Vocational and Occupational Education.............199

Compliance with state law, court orders, etc...............................199c

Core Programs...............................200

Magnet Programs.............................202

In-School Bilingual.........................204

Out-of-School Youth.........................207

Special Needs Students......................207

Program Changes and Deletions...............208

Program Support Components..................209

Conclusions/Recommendations........................216

Attachments....................................220

School Facilities..............................235

Report.......................................236

Conclusions..................................240

Attachments..................................241

Staff..393

Report.......................................393c

Conclusions/Recommendations..................395

Attachments..................................398

Transportation.................................421

Report.......................................421c

Conclusions/Recommendations..................422

School Bus Safety............................422

Conclusions/Recommendations..................423

Attachments..................................424

Parent and Student Organizations...............457

Parent Organizations.........................458

Conclusions/Recommendations................464

Student Organizations........................467

Conclusions/Recommendations................469

Attachments................................471

II Dispute Resolutions..........................479

III Modifications...............................483

INTRODUCTION

This is the fifth report to the Federal District Court on the progress of desegregation in the Boston Public Schools, as mandated by Memorandum and Orders of Disengagement, December 23, 1982.

Volume I is a summary of the major findings, recommendations, disputes and modifications, while Volume II contains the full reports and supportive documentation in each area.

Whereas Report No. 4 contained ten monitoring areas, this document contains only seven. In Memorandum and Order on Further Partial Termination of Jurisdiction-May 17, 1985 the Federal Court relieved the Board of Education of monitoring responsibilities in Bilingual Education, School Safety and Security (except for school bus safety which is now contained in the Transportation report) and Student Discipline. In addition, monitors have combined the reports on Student Assignments and Special Desegregation Measures into one report.

Each of the seven reports in Volume II contains the following major divisions:

I. Monitoring Report

    A. Orders

    B. Summary

C. Findings

    D. Conclusions/Recommendations

II. Support Documentation (letters, statistics, memoranda in support of specific findings)

The following Massachusetts Department of Education personnel were responsible for the reports submitted:

Monitoring Area	Key Monitor	Monitors
1. Student Assignments and Special Desegregation Measures	Charles Glenn	Judith Taylor
	Exam School Only	Maureen Wark
	"	Paula Willis
	"	Dan French
	"	Nan Stein
	"	Roselyn Frank
	"	Franklin Banks

2. Vocational and Occupational Education	David Cronin	Elaine Cadigan Naisuon Chu Maurice Jones Therese Alston Edward Glasser
School Facilities	David Jones	John Calabro Sam Pike
Transportation	Charles Glenn (School Bus Safety Only)	Judy Taylor Franklin Banks
Parent and Student Organization	James Case (Parents)	Doreen Wilkinson Marion Gillom
	(Student)	Dan French

Special thanks to Marlene Godfrey, the Director of the Greater Boston Regional Center and her staff for coordinating several components of this report.

STUDENT ASSIGNMENTS AND SPECIAL DESEGREGATION MEASURES

STUDENT ASSIGNMENTS AND SPECIAL DESEGREGATION MEASURES

ORDER - (A) May 10, 1975
(B) May 3, 1976; May 6, 1977; March 21, 1978; April 20, 1982.
(C) February 20, 1985
(D) February 20, 1985
(E) May 10, 1975
(F) September 8, 1975
(G) May 10, 1975; May 3, 1976; March 21, 1978.

SUMMARY

(A) Carry out the student assignment and transfer process, on all levels, in such a manner that (a) the procedural requirements established by the Court are met, and (b) the greatest possible compliance is achieved in each school with the permitted enrollment ranges for each racial/ethnic group.

(B) Special desegregation measures at specific schools shall be implemented according to the orders of May 3, 1976, pages 20 to 25; May 6, 1977, pages 25 and 43-44; March 21, 1978, page 6; and the Bench Order of April 20, 1982 regarding the Hispanic Bilingual Program, Charlestown High School.

(C) Implement modifications to the student assignment plan approved by the Court in 1985, including (1) an administrative consolidation of districts, (2) permission for kindergarten students to attend the school to which they are geocoded for first grade, (3) a guarantee that students requesting their district high school will be assigned to that school, (4) the designation of Madison Park High School as the academic home for most students enrolled in programs at the Occupational Resource Center, (5) a Recruitment Incentive Plan under which twenty-six schools may recruit specified numbers of students of specified racial/ethnic groups without regard to place of residence, (6) a recruitment opportunity for certain schools located in ethnically diverse areas of the city, under which they may recruit students from contiguous areas, and (7) an expansion of the "two-way" bilingual model of the Hernandez School to a larger facility (at the Holland) and to the middle school level (at the Mackey).

(D) Test a new assignment process in districts 3 and 4; implement this process if approved by the Court.

(E) Make assignments to and from bilingual programs which are consistent with desegregation, equity, and the educational interests of linguistic minority students.

(F) Achieve compliance with the assignment provisions of the Unified Plan for Vocational/Occupational Education of September 1975, particularly in the citywide programs to the Humphrey Occupational Resource Center and certain district high schools.

(G) Provide support services for minority students attending the examination schools to increase their retention and graduation rate.

A. ASSIGNMENTS

FINDINGS Compliance with respect to Assignment Process

The assignment process took place in accordance with Court-approved procedures, and the various steps (including examination school invitations and assignments to schools) were reviewed and approved. Report No. 3 (Volume II, pages 80-103) contains a description and documentation of this process as it was carried out in 1984.

Review of proposed assignments suggests that there may be some improvement in the number of schools in compliance with the racial/ethnic guidelines (taking into account assignments to bilingual programs). Because of the history of "shrinkage" of white numbers between the assignments and the actual enrollments (see Report No. 3, Volume I, pages 38-39; Report No 2, Volume II, pages 94-98), no attempt will be made to determine overall compliance with Court-established racial/ethnic guidelines until Fall enrollments are available. High school enrollments have been the subject of particular attention, however, and the projections for Fall 1985 will be discussed:

Projected High School Enrollments

English and Madison Park High Schools have come into compliance, though at the lower limit, in projected white enrollment (each is projected to be 20% white, with a permitted range of 20%-30%). To some extent this reflects bilingual program assignments; the white projected enrollment of the two schools would be 24% and 23% white, respectively, without bilingual enrollment.

Report No. 4 noted improvement in compliance with desegregation requirements at English, but some deterioration at Madison Park (Volume I, page 9). Comparison of the first-choice assignment requests made by students entering the ninth grade in 1983 and 1985 shows that requests for English are up in all three racial/ethnic categories, while requests for

Madison Park are down in all three categories. This suggests that English High School is "turning around" educationally, and that the merger of the Occupational Resource Center with Madison Park will be confronting formidable barriers in converting two relatively unpopular facilities into a single school.

Burke High School--a special desegregation school--is projected to come into compliance with the permitted racial/ethnic ranges, after several years of impressive effort to create a safe and educationally-sound program, and Dorchester High is projected to remain in compliance after achieving it in 1983-84. Several district high schools--Jamaica Plain, South Boston, Brighton--which were having compliance problems in 1983-84 are projected to be in compliance in 1985-86. Dorchester and South Boston are projected to be high in Other Minority enrollment, but justifiably so as a result of large bilingual programs.

B. SPECIAL DESEGREGATION MEASURES

FINDINGS Partial Compliance (Improving)

The four elementary and two middle schools for which special desegregation measures have been ordered by the Court are all included among the Recruitment Incentive Plan schools, and will be discussed below; no new monitoring of these schools, or of the Tobin K-8 school, took place in this period.

Report No. 4 found that full compliance had been achieved with the voluntary special desegregation plan for Dorchester High, and no further monitoring took place in this period. Requirements for improved enrollment and staffing of the Spanish bilingual program at Charlestown High had been met, and continue to be met. Two special desegregation schools require further discussion here:

Burke High School

Facility improvements have largely been completed. Efforts to develop distinctive and high-quality educational programs in order to attract students and thus to meet racial/ethnic guidelines have continued, though uncertainty over the School Committee's proposal to make the Burke a city-wide magnet school has reportedly led to an interruption of collaboration from the central administration.

East Boston Business Magnet

The last monitoring report found that the administration of East Boston High School had undertaken promising steps to redress the non-compliance issues identified in earlier reports. These concerned lack of support services for students, and general neglect of the business magnet, which had resulted in an undistinguished program. However, the report also found that the school administration's efforts were not receiving support from Boston's central administration.

The picture is brighter this spring. Federal vocational education funds have been allocated to the business magnet for the first time and there is a promise of funds from Boston's block grant.

C. MODIFICATIONS TO THE STUDENT ASSIGNMENT PLAN

It must be noted, of each of the measures discussed below, that they were requested by the School Committee and permitted by the Court; to the extent that they have not been implemented, and Boston continues to abide by previous orders of the Court, there is no "non-compliance" issue.

(1) Administrative Consolidation of Districts

Has not yet taken place.

(2) Permission for Kindergarten Students to anticipate Grade 1 assignment

The impact of this new assignment provision was negligible.

(3) Guarantee of district high school, on request

All first-choice requests for the district high school were honored. In most instances fewer students of each racial/ethnic group requested their district high school than were actually assigned to it.

The impact of this new assignment provision was slight.

(4) Madison Park linked to Humphrey Occupational Resource Center

While this will not be implemented until 1986-87, Boston is taking steps to assure that students will have the necessary information to make sound decisions about whether to apply for a ninth grade assignment to Madison Park/ORC next Spring. All eighth grade students in the system will participate in a one-week exploratory program at the Humphrey Center in 1985-86.

(5) Recruitment Incentive Plan (RIP)

Initial preparations to implement this "affirmative action to desegregate" are discussed below. In brief, notice of the opportunity to recruit students went out to community district superintendents and affected principals so late that few efforts took place, except in one district, and specific guidelines on how the RIP will be implemented were not available as of the closing of this Report. This failure to move vigorously to implement a program which the School Committee urged the Court to accept in December, 1984 may be attributed to (a) the habit of administrators in Boston, at all levels, of leaving "affirmative action to desegregate" entirely in the hands of the Department of Implementation, and (b) the preoccupation of the DI with testing the assignment modification proposed for districts 3 and 4.

(6) Mather and Elihu Greenwood Recruitment

No efforts were made to implement the new provisions for the Greenwood, which will be affected by the district 3 and 4 modifications, if approved. Notices were sent to all parents eligible for new Mather School assignments; 52 Black, 20 White and 12 Other Minority students requested and were assigned from outside of the attendance area for the Mather.

(7) Expansion of the Hernandez Model

Although the move to the Holland School and the expansion of this model to the Mackey Middle School will not be implemented until 1986-87, preliminary discussions have begun and will continue over the next months.

D. DISTRICT 3 AND 4 ASSIGNMENT MODIFICATIONS

The implementation of the process of expanded options in Districts 3 and 4 is discussed below. In brief, the application process offered parents a number of "guaranteed" options, each of which would contribute to desegregation, and the assignment process gave priority to honoring these guarantees in such a way that as many choices were honored as possible, consistent with desegregation.

This process was discussed on a number of occasions among the parties, creating a possible precedent for future negotiations about modifications in student assignments which would be equitable and positive in their desegregation impact.

E. BILINGUAL ASSIGNMENTS

FINDINGS Non-Compliance

The academic history, Lau (language proficiency) category, and "step" (degree of mainstreaming) of 7,800 students in bilingual programs was reviewed. This review raised major questions about the large number of students who remain for six or more years in a program intended to teach English-language skills so as to be transitional after three years. It appears that hundreds of Hispanic students are remaining in the program without achieving mastery of English-language skills, and that many Italian (and, to a lesser extent, Greek) students are remaining in the program after acquiring such skills. The resultant equity and desegregation problems will be monitored in depth over the next months.

F. CITYWIDE VOCATIONAL PROGRAM ASSIGNMENTS

FINDINGS Non-Compliance

Proposed 1985-86 assignments were not available for review during this monitoring period. The 1984-85 enrollments and retention rates and assignments for 1985-86 are reviewed below.

There is a worsening problem with enrollments at the Humphrey Center, due to a high attrition rate of all racial/ethnic groups. Programs vary in their rates of attrition. Desegregation compliance remains poor and is not improving. The Headmaster is making significant efforts to improve program quality and school climate, but only a greatly heightened commitment on Boston's part will lead to the intended enrollment levels and desegregation compliance.

G. SUPPORT SERVICES FOR MINORITY STUDENTS IN EXAMINATION SCHOOLS

Progress in providing the support services recommended in previous reports is reviewed below.

Monitors concentrated on four major efforts in following the progress of the examination schools to improve recruitment and support services for Black and Hispanic students:

1. Monitors re-interviewed 64 of the 135 students interviewed for Report No. 3 to determine the extent of improvements in counseling and other supports over

a year. Analysis of results indicates that while all three schools continue to make progress in improving support services, more improvements are needed. In particular the availability of tutors for all students who need them was cited as a continuing problem.

2. Monitors surveyed 88 faculty members at all three examination schools for their views on causes and remedies for high Black and Hispanic attrition. In the opinion of some faculty members, poor academic preparation, poor student attitudes and motivation, and a lack of effective home and community supports were the major reasons for high attrition; at Boston Technical High poor attendance and tardiness were also listed as important causes. In addition, faculty also cited inappropriate admission standards. Among Black and a few White staff, insensitivity shown by some staff toward the problems of Black and Hispanic students was also cited as a cause for attrition. Major recommendations for improvements in reducing the attrition rate fell into these categories: (a) improvements in counseling, school organization and curriculum (33.9% of total responses); (b) increased outreach to parents (18.4% of total responses); (c) staff training, changes, redeployment (17.5% of total responses); and (d) improve academic preparation (15.9% of total responses).

   It should also be noted that twenty-one respondents provided either no recommendations for improving retention or chose not to respond at all. Although most faculty members were able to cite between one and five specific support services offered at their school (76%), many were not aware of other vital support efforts available at their school. This raises the question of how referrals to various support options can be made if faculty are not fully apprised of those options.

3. The Director of the AWC/ATS program continues to report progress in improving the quality of that preparatory program, as well as progress toward modifying the identification and selection criteria.

4. The results of individual written questionnaires concerning problems in support services and related issues administered to the Headmasters of all three examination schools indicate steady progress in making improvements. While the central office has provided some additional financial assistance (mostly "soft"),

most efforts remain school-based. Efforts to retain needed minority staff have been frustrated at Boston Latin Academy, and efforts to reorganize counseling services at Boston Latin School have been similarly frustrated by provisions of the union contract.

CONCLUSIONS

1. Desegregation will be enhanced substantially if the Recruitment Incentive Plan is implemented appropriately in each of the designated schools, with policy direction and resources from the central and district offices.

2. The new approach to student assignments tested in districts 3 and 4 shows substantial promise to increase parent choices and enhance desegregation, if seconded with recruitment efforts.

3. Preliminary review of bilingual assignments suggests that one-third of the students in middle and high school programs (nearly half of the Spanish-speaking students) have been enrolled for six or more years without mainstreaming. Next steps will include: verifying the data on-site, determining whether students are being helped to acquire English-language skills, determining whether appropriate language and other support is provided to students after mainstreaming, and reviewing the process for assignment into and out of bilingual programs.

4. Continuing review of citywide vocational enrollments reveals a worsening situation as a result of high attrition and low application rates for many programs. Neither desegregation compliance nor efficient utilization of the educational capacity has been achieved. Planning for merger of the Humphrey Center and Madison Park High School (itself plagued by declining applications) must be a high priority, to assure that the result is improved education and attractiveness to students, as well as desegregation.

5. Continuing monitoring of support services at the examination schools reveals progress but also the need to carry through on efforts to identify and provide support to those students most in need, as well as to prepare academically-gifted Boston public school students adequately in the lower grades.

6. Progress--and the need to make more--was also observed at Burke High and the East Boston Business Magnet.

Supportive Analyses and Documentation

Page

SPECIAL DESEGREGATION MEASURES

Burke High School 19

East Boston Business Magnet 20

MODIFICATIONS TO THE STUDENT ASSIGNMENT PLAN

Recruitment Incentive Plan 27

DISTRICT 3 AND 4 ASSIGNMENT MODIFICATIONS 43

BILINGUAL ASSIGNMENTS 57

HUMPHREY OCCUPATIONAL RESOURCE CENTER 80

EXAMINATION SCHOOL SUPPORT SERVICES 131

JEREMIAH E. BURKE HIGH SCHOOL

FINDINGS

In Report No. 4 monitors commended Boston for the significant improvements in climate and programs at the Burke, but noted (1) that facilities improvements were not yet complete and (2) that a distinctive (magnet) program offering had not yet been completely developed.

As of May 1985, most of the facilities improvements have been completed: new windows have been installed, interior painting is 90% finished, the gymnasium and the auditorium have been partially renovated and the exterior appearance of the school has been vastly improved. The school is still waiting for new lockers and auditorium seats. The headmaster has been assured that the improvements will be completed by July and that the school will be ready to open in September. The school's business partner, New England Life, has contributed significantly to the school's improvement. For example, it recently sponsored a renovation and updating of the library that included new furnishings and carpeting. The headmaster plans a ribbon-cutting ceremony to celebrate the Burke's return.

The situation regarding the new magnet program is more clouded. The school's preparations for a Computer Magnet are on schedule. For example, New England Life has donated a new "electronic office" for use in one component of the magnet. Communication and planning at the central administrative level have, however, ceased as a result of the proposal to make Burke a citywide magnet school. The headmaster and staff of the Burke are proceeding with the school-based elements of the magnet program development, and hope it will be operating next fall, if only with Burke (i.e., District V) students.

RECOMMENDATIONS

Planning to make Burke an educationally-sound school attractive to students should be resumed.

EAST BOSTON BUSINESS MAGNET

FINDINGS

Report No. 4 found that the administration of East Boston High School had undertaken coordinated and promising steps to redress the non-compliance issues identified in earlier reports. These concerned lack of support services for students, and general neglect of the business magnet, which had resulted in an undistinguished program. The report also found that the school administration's efforts were not receiving support from Boston's central administration.

The picture is much brighter this spring. The headmaster and his staff have supplied evidence that their planning has become focused and specific, and that they are aggressively seeking support from central administration. Central administration has allocated federal vocational education funds to the business magnet for the first time and there is a promise of funds from Boston's block grant. In addition a collaborative relationship is developing between East Boston administrators and the State's 636 staff, which should result in significantly improved services to students.

RECOMMENDATION

It must be emphasized that most of these developments are still in the planning stage. The concerted attention of Boston and Department of Education staff will be necessary to ensure that they are brought to fruition.

Attachments:

Letters from the Headmaster of East Boston High School
Memorandum from Department of Education's 636 Staff
Letter from Director of East Boston Business Magnet

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
EAST BOSTON HIGH SCHOOL

JOHN A. POTO
Headmaster

May 7, 1985

Ms. Judith Taylor
State Department of Education
1385 Hancock Street
Quincy Ma, 02169

Dear Ms. Taylor,

As the 1984-85 school year draws to a close, we would like to share with you a review of our activities this year relative to the Business Magnet Program.

Since early last Fall, we have been pursuing ways and means of reviewing and updating the program offerings in an effort to bring it in line with present-day office demands for students seeking jobs in this area.

The availability of funds from two sources will enable us to do the following:

Chap. 636 Funds

Approximately $30,000 will enable us to provide some supportive assistance for our Grade 9 students. In addition, we will be able to get some consultation services which will be concentrated on ways to review and further update the program as well as ways to provide some assistance to the program's director, the Business Department Head. It is our plan to get this all in motion during the summer months before the beginning of the next school year.

Carl Perkins Act Funds

Vocational education funds will enable us to initiate a project in Office Simulation which we have been considering for a number of years as you know. The course will be offered to Business Magnet seniors and will concentrate on training and work experience in the financial service areas. While this program will initially deal with financial services in the banking and insurance industries, we envisage growth and expansion into other financial services areas. Our Career Specialist, through Private Industry Council, will be instrumental in acquiring the job slots for students which will be directly related to their training.

It is our hope that tapping the various community resources will give us further insight into the needs of the business community in order that our educational plans may include the activities which will prevail in the "office of the future". To this end, we are planning soon to convene a "brainstorming" session with various factions of the community (e.g., business, education, etc.). A copy of an invitation to participate in this meeting is enclosed.

Please be assured that we shall continue to explore every possible avenue in order to give the Business Magnet Program more drawing power and to have it live up to our earliest hopes and expectations.

Sincerely yours,

John A. Poto

John A. Poto
Headmaster

JAP/js

cc.
P. Ingeneri
J. Caradonio
Parents Council

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
EAST BOSTON HIGH SCHOOL

JOHN A. POTO
Headmaster

Copy for your information

TO: All Interested Parties

FROM: John A. Poto, Headmaster, East Boston High School

RE: "Brainstorming" Session on Business Education Curriculum Update

DATE: Thursday, May 9, 1985

For the past two years, East Boston High School has been engaged in the review of its Business Education Department course offerings in order to determine the best way(s) to improve the courses and bring them more in line with present-day office needs and the needs of the office of the future. Particular emphasis has been on the Business Magnet courses within the department as they represent the racially-integrated aspect of the program.

Currently under consideration is a new course in Office Simulation which it is planned to initiate in September 1985. The course content would reflect the financial services rendered in such places as banks and insurance companies. In this regard, the Occupational Outlook Handbook (1984-85 edition) states that "while administrative support jobs are located in virtually all industries, they are concentrated in the fast-growing service and finance sectors. Because of this concentration, these jobs are expected to grow more rapidly than the average for all occupations through the mid 1990's."

It is hoped that this new course can serve as a beginning to innovative business courses which will help prepare our students for entry-level jobs or higher education in the areas of financial service as well as other fast-growing areas.

Review of current courses and planning future offerings is a time-consuming process which in order to be successful, requires the expertise and time of a number of factions within the community which we hope to serve. It is with this thought in mind that we invite you to attend a "brainstorming" session on Thursday, May 23, 1985 at 10 o'clock a.m. at East Boston High School. The meeting will be held in the school library on the second floor. Please telephone your response to my secretary, Ms. Speranza, at 567-2140 by Tuesday, May 21st.

We invite all friends of East Boston High School to share their expertise with us and we look forward to meeting with you.

86 WHITE STREET, EAST BOSTON, MASSACHUSETTS 02128 • 567-2140 AREA 617

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
EAST BOSTON HIGH SCHOOL

JOHN A. POTO
Headmaster

April 1, 1985

Dr. Marvin E. Robinson, Director
Business and Management Center
Dallas Independent School District
2214 Bryan Street
Dallas, TX 75201

Dear Dr. Robinson:

East Boston High School is considering the initiation of an office simulation course which would encompass financial management as it applies to the insurance and/or banking industries.

The primary objective of such a course would be to prepare students upon graduation to step into entry-level positions which would involve financial management in banks or insurance companies or to continue in post high-school education in these areas.

While we have access to the conventional type office simulation (e.g., students work for a make-believe company as they learn to perform the various office jobs involved), we do not know of a school which might have a simulation setup or which otherwise is dealing with the financial management aspects of insurance and/or banking.

Several years ago when East Boston High School was initiating a business magnet program as a part of its desegregation program, we had the privilege of observing the Dallas public schools and the excellent relationship which had been established between industry and education there.

If you know of a project similar to the one we propose to undertake (whether in a public school, private school or elsewhere), we would appreciate learning about it.

Since we are in the proposal-writing stage of this project, your earliest response will be greatly appreciated.

Sincerely yours,

John A. Poto

John A. Poto, Headmaster

Copy to: ✓James Caradonio, H.H.O.R.C.
✓Judith Taylor, Mass. State Dept. of Ed.
Barbara Hazelwood, Program Facilitator(Dallas Public Schools)

86 WHITE STREET, EAST BOSTON, MASSACHUSETTS 02128 • 567-2140 AREA 617

The Commonwealth of Massachusetts
Department of Education - Bureau of School Programs

1385 Hancock Street, Quincy, Massachusetts 02169

MEMORANDUM

TO: Peter Ingeneri

FROM: Patricia Malloy

DATE: May 7, 1985

RE: District VIII Proposal Abstract

Priority #1: Desegregation Compliance and Support

Overall comment: The proposal developer should follow the directions in the Instructions and Sample Forms, pages 2,3 and 9 and Requirements and Guidelines, pages 11,12 and 13.

(1) Support Services for Ninth Graders: When writing the proposal activity chart, describe the major activities of the program/ the tasks of the instructional aide, and include subject areas of remediation, include the number of hours, days and weeks the aide will work. Include the number and kind of people receiving services, the selection criteria, integration related activities, relation to regular school curriculum and parent involvement.

Describe the evaluation plan for the program. Under expected cognitive outcomes, state specifically what changes are anticipated for students and school personnel as a result of the program Under Expected Integration Outcomes, describe what gains in integration will result due to the activities of the program.

Under Method/Instrument, describe briefly how changes will be measured.

(2) Planning for Support For the Program Director:

When writing the proposal activity chart, describe the major activities of the Education/Business Consultants following the same instructions as written for program #(1). Omit the word feasibility from the program description.

(3) Planning for Support By Institutional Pairing(s):

When writing the proposal activity chart, describe the major activities of the educational consultants following the same instructions as written for program #(1). Omit the word feasibility from the program description.

Mai Ling Tong, at Tri-Lateral Council for Quality Education, can be contacted regarding support by institutional pairings. Reviewers have apprised Mai Ling of the Chapter 636 Proposal Abstract for the Business Magnet Improvement Program at East Boston High School.

c Catherine Blount, Senior Coordinator

Doreen Wilkinson, Assistant Director

lj

RECRUITMENT INCENTIVE PLAN: PRELIMINARY ASSESSMENT

Proposal of the Recruitment Incentive Plan

On December 20, 1984 the School Committee submitted to the Court a motion proposing ten separate modifications of the student assignment plan. One of these modifications would have allowed certain schools to "recruit" students fro outside of their ordinary assignment areas, subject to specific limitations designed to support desegregation.

A memorandum prepared by John Coakley and dated January 28, 1985 was submitted to the Court in order to specify the schools which would be affected by this "Recruitment Incentive Plan" for the first year, and the number of students which each would be allowed to recruit. This memorandum spoke of "assignments/transfers," and stated that they would be approved by the leadership of the Department of Implementation and that a monthly report would be provided to the Massachusetts Department of Education.

Twenty-six schools were included on this list, including eight schools previously designated by the Court for "special desegregation measures". In addition, all schools in District VIII, an additional six elementary, one middle, and one high school, were to be included as capacity permitted. The relevant portion of the memorandum follows.

Thirty-one additional RIP schools were suggested by Mr. Coakley in a memorandum of February 5, 1985.

In a filing of February 8, the School Committee cited a recently-completed survey by the firm of Martilla & Kiley in support of its contention that a significant number of parents of all racial/ethnic groups were willing to enroll their children in schools located at some distance from their residences.

> The survey demonstrates that the prospects for achieving desegregation goals by voluntary means to a greater extent than is currently the case are higher than most observers would have predicted.

In addition,

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> The recruitment incentive proposal is designed to enhance education as well as desegregation. . . . for the teachers, administrators and parents involved in "selling" their school to the target population, they must ensure that they have a product" people will want to "buy." The School Defendants hope that these proposals, along with other initiatives which allow schools to look beyond their assigned geocodes, will provide incentives for school-based efforts to improve thequality of education and educational life at the school.

A further memorandum by John Coakley (February 11) examined the number of students requesting to remain in their current schools during the application process in 1983. Of elementary school students (not counting "graduating" fifth graders"), 36% expressed preferences for other schools than those they were currently attending, and the comparable proportion among middle school students was 39%. Mr. Coakley did not attempt an explanation of these figures, and it must be noted that the desire of students to leave desegregated schools could be as much an ominous sign of a desire to return to "neighborhood schools" as a positive sign of an interest in educational alternatives.

This memorandum correctly noted that "Massachusetts Board of Education staff" had been encouraging toward the recruitment incentive approach.

Approval of the Recruitment Incentive Plan

The Court approved "recruitment for reserved seats" for the initial but not te subsequent list of schools in its February 20, 1985 Memorandum and Order, noting that it was essentially consistent with the student transfer provisions of the Court's own May 10, 1975 student assignment plan. In a footnote, the Court pointed out that the School Defendants were obligated to "take affirmative action to desegregate, i.e., steps beyond mere compliance with court orders," and that several of the provisions of the December 20, 1984 proposed modifications represented encouraging evidence of a new readiness to undertake such efforts.

Approval of the Recruitment Incentive Plan was made conditional upon: (a) retaining the same list of schools and of reserved seats as in the January 25th

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filing for at least two years from implementation, and (b) monitoring and evaluation by the State Board of

> (i) the actual and perceived fairness of assignment procedures whereby some students are assigned voluntarily and some mandatorily to the same school, (ii) the impact of the program on the school defendants' efforts to desegregate other community district and citywide schools, and (iii) the value of the program compared to the time and resources it may divert from other tasks of the Department of Implementation.

Although the Memorandum and Orders refers to twenty-seven schools, there are in fact twenty-six on the approved list, plus the eight schools in District VIII (subject to space availability). In addition, there appears to be an error on the list: the recruitment of Black students to the Pauline Agassiz Shaw School. This has been a "special desegregation school" because of its need to attract additional white students, and presumably that is what was intended by Mr. Coakley. The monitor has suggested that the Department of Implementation prepare a letter requesting correction of this apparent error.

Implementation of the Recruitment Incentive Plan

A memorandum from Superintendent Spillane dated March 20, 1985 appears to be the first notification received by district and local administrators about this and other measures approved by the Court on February 20. This memorandum includes the comment,

> Given the date of the Court's approval and our desire to move on the annual Student Assignment Process as soon as possible, this proposal will be implemented in May and June of this school year as well as September of 1985. Specific directions will be provided by the Department of Implementation to affected schools in the upcoming weeks.

As a result of Mr. Coakley's illness and of the pressures of developing the experimental assignment approach for districts 3 and 4, instructions have not yet been issued to schools and district offices, and little has been done to implement the Recruitment Incentive Plan.

The exception is in District II, which merits a brief discussion. In the spring of 1984 the Bureau of Equal Educational Opportunity issued a request for proposals for small grants for (1) development of two-way bilingual schools, (2) drop-out prevention, and (3) recruitment for schools which were incompletely desegregated. A number of projects were funded around the state, but the only proposal received from Boston was from District II. In December 1984 the Board made a grant of $1,600 for a pilot recruitment project, and the District office began a vigorous effort to develop planning teams in three elementary schools. Advice was sought from Worcester and Cambridge, and schools with successful recruitment efforts were visited. As a result, by the time the Court approved the Recruitment Incentive Plan there existed a capability in District II to take advantage of it, and there was an almost immediate request for additional funding to carry out outreach activities on behalf of the three elementary schools in the district included in the RIP.

Since the Department of Implementation did not feel ready to implement the Recruitment Incentive Plan as part of the assignment process for 1985-86, the District II recruitment team marked each application from a parent indicating a desire to take advantage of the RIP to show that it should be handled separately. The Department of Implementation agreed to send a letter to each parent, explaining that the RIP requests could not be honored in the initial assignments, but promising to treat them as transfers and to approve them, if consistent with the Order, as quickly as possible. In other words, parents will receive an assignment to another school, but will be told that they may be given a transfer to the school requested within a few weeks.

The District II recruitment effort resulted in applications on behalf of two white students seeking to go to the Ellis, of four white and fourteen Black students seeking to go to the Kennedy, and of six other minority students seeking to go to the Manning.

	Permitted	Requested
Ellis	20 white	2 white
Kennedy	5 Black	14 Black
	15 white	4 white
Manning	10 other minority	6 other minority

All applications which fit within the Court-approved limits will be reviewed for their impact upon the sending school, if the student is already enrolled in another Boston public school, before transfers are made.

Monitoring the Recruitment Incentive Plan

Information was requested from the Department of Implementation and, by its offices, from the principals and community district superintendents, on recruitment activities related to the Recruitment Incentive Plan. This information will not be available in time for the present monitoring report, but the questions are included in order to give an indication of the issues which appear relevant to the monitor.

The other aspect of monitoring will be the review of actual assignments (or transfers, as they will be the first year) under the Recruitment Incentive Plan. The attached memorandum to John Coakley, dated April 10th, is an indication of the approach which will be used in this review.

Technical Assistance

Commissioner Lawson has offered the Department's assistance in developing a successful recruitment program, and in brokering such assistance from other desegegating school systems. The Bureau of Equal Educational Opportunity held a workshop on successful recruitment techniques for representatives from schools and districts in Boston on April 11th. Each district is including recruitment activities in its proposal for Chapter 636 funding for 1985-86, in addition to $300,000 being held by the Department of Implementation for support to new desegregation efforts anywhere in the system.

The attachment dated May 3rd, guidelines for successful desegregation recruitment, was discussed with community district superintendents and their staff at a meeting convened by James Walsh and Joseph McDonough on that date. The monitor is particularly encouraged by this indication of a commitment to making "affirmative action to desegregate" work on the part of line administrators in the system. Previous monitoring reports have pointed out that the Department of Implementation has already accomplished almost all that it can hope to accomplish

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by the assignment process, and that the next steps must come from administrators at all levels.

CONCLUSIONS AND RECOMMENDATIONS

(1) More could have been accomplished to make the Recruitment Incentive Plan work effectively this spring had principals received a clear message about what was expected of them soon after the development, in late January, of the proposed list of schools, and certainly soon after the Court's approval of that list, in late February. As of mid-May, such instructions have still not been provided.

(2) The response in District II suggests that there are energies available which have never yet been tapped to make the desegregation plan a success. In 1985-86, each district will have state funding available to undertake such efforts, and it will be appropriate to hold school and district leadership accountable for "affirmative action to desegregate."

(3) Of the "twelve elements of successful desegregation recruitment" outlined in the May 3rd document (attached), only #2 and #4 are currently in place, even in part. All twelve should be fully implemented as a matter of priority before the next round of assignment applications, in March or April 1986.

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RECRUITMENT INCENTIVE PLAN

Attachments

- memo from John Coakely, dated January 28, 1985
- memo from Charles Glenn, dated April 8, 1985
- memo from Charles Glenn, dated April 10, 1985
- "Twelve elements of successful desegregation recruitment"

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF IMPLEMENTATION
RECORD MANAGEMENT UNIT

January 28, 1985

TO: Robert Spillane

FROM: John Coakley John Coakley

RE: FILINGS of DECEMBER 20, 1984 - Items 9 and 10 of PROPOSAL for REVISED STUDENT ASSIGNMENT STANDARDS

Item 9 - Recruitment Incentive Plan

The proposal as described earlier seeks to provide each school with a small number of reserved seats to be filled by recruited students whose enrollment will enhance the desegregation of a school without harming the status of the so-called geocoded school. The plan will not be inhibited by students' home districts.

In view of doubts expressed in filings and elsewhere, I recommend that this proposal be limited in its first year to the following schools previously referenced as requiring special desegregation measures; or schools which in my opinion require attention.

District	School	Reserved Seats
II	Ellis	20 White
III	Lee	20 White, 20 Other Minority
	R G Shaw	20 White, 20 Other Minority
IV	Thompson	30 White, 10 Other Minority
	P A Shaw	10 Black, 10 Other Minority
V	Burke	30 White, 10 Other Minority
	Dorchester	25 Black, 15 White
VI	Emerson	20 White
I	Baldwin	10 Black, 10 White
	Garfield	20 Other Minority
	Hamilton	10 Black, 10 White

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District	School	Reserved Seats
II	Jamaica Plain	40 White
	Mary Curley	10 Black, 30 White
	J F Kennedy	5 Black, 15 White
	Manning	10 Other Minority
IV	Chittick	15 White, 5 Other Minority
	Taylor	30 White, 10 Other Minority
V	Kenny	20 Black
	Marshall	10 Black, 30 White
VI	Dearborn	30 White, 10 Other Minority
	McCormack	30 Black, 10 White
	Perkins	15 Black, 5 Other Minority
	Russell	10 Black, 10 White
VII	Edwards	25 Black, 15 White
	Timilty	30 White, 10 Other Minority
	Blackstone	15 Black, 25 White
VIII	All Schools	Per Capacity; Black and Other Minority Only

In summary, during this first year there would be the following reserved seats:

	Dist I to VII	Dist VIII	Total
Black	195	110	305
White	440	--	440
Other Minority	140	110	250
Total	775	220	995

All assignments/transfers made under the Recruitment Incentive Plan would be subject to the approval of the Executive Director of the Department of Implementation and the Senior Officer for Desegregation. Further, a monthly report of activity would be furnished to the appropriate person or department designated by the Commissioner of Education for the Commonwealth of Massachusetts. If the plan appears to be effective, the Boston Public Schools shall seek the approval of the Commissioner for expansion and/or modification prior to 1986-87.

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Bureau of Equal Educational Opportunity
The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

April 8, 1985

TO: Principals, "Recruitment Incentive" Schools
Community District Superintendents, I - VIII

FROM: Charles Glenn cb.

Judge Garrity's February 20th Memorandum and Orders allows certain schools to recruit students "without regard to their district or geocode" "whose presence would enhance the desegregation of the receiving school without impeding the desegregation of the sending school." The State Board is charged with monitoring and evaluating these efforts from the perspectives of (i) fairness, (ii) impact on other schools, and (iii) value of the program.

As you may know, we work with ten other Massachusetts cities which are implementing such recruitment measures as an essential part of their desegregation plans. We have found that efforts at the school level are the key to success, with appropriate support and guidance from central administration. In order to monitor and evaluate the "recruitment incentive" program in Boston, we will need you to provide us with information about your efforts and their results.

We are particularly anxious not to confine our review to enrollment and transfer statistics, since the results of your efforts this Spring will be reflected in numbers only over time. The information which you give us should take into account your long-range goals.

Since my draft report is due May 6th, I will need any replies by May 1st to be sure of including them. Replies which I receive after that date will be included in any report which we might make next Fall.

These are my questions:

(1) What are the distinctive "selling points" of your school which you stress in your efforts to encourage parents to enroll their children? By what process were these identified, and who was involved?

(2) How have parents who might be interested received information about the philosophy/climate and programs of your school? Please be specific about your outreach efforts: who took part in them, when, by what means, with what audience(s) in mind? Have community agencies, day care centers, churches, organizations helped? Has language been a barrier?

(3) How have parents received information about the options available to them under the assignment guidelines? Do all staff of your school understand these options?

(4) Who is coordinating your recruitment efforts? What support have you received from the district and central offices? Have you been able to build on past efforts along the same lines?

(5) What have been the main impediments to recruitment? For example, late information, confusion about the requirements, difficulty reaching parents, lack of a distinctive program to offer, etc. What help will you need to recruit more effectively next year?

I would very much welcome supplemental information from Community District Superintendents, and copies of materials which have been used in the recruitment process.

Bureau of Equal Educational Opportunity
The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

April 10th 1985

TO: John Coakley

FROM: Charles Glenn

RE: Monitoring of Recruitment Incentive Program

I would like to invite you to suggest what data would be most appropriate for me to use in assessing the success and impact of this assignment modification. As with other aspects of assignment monitoring, my preference would be to use data which you will be preparing for your own responsibilities, supplementing it only if necessary.

I will try to state below some of the considerations which will inform my monitoring.

(1) The recruitment is intended to avoid "harming the status of the so-called geocoded school," and our monitoring must take into account "the impact of the program on the school defendants' efforts to desegregate other community district and citywide schools."

I will be flexible in interpreting this requirement. The list of schools approved and of students who they may recruit (with the exception of the P.A.Shaw) is such that the overall impact of assigning students under these provisions will be helpful to desegregation. It would not promote stable, long-term desegregation to refuse to admit a white student recruited to the Emerson, for example, just because the Russell also needs white students.

I will take into account the historically high proportion of white students assigned to many of these schools who have not actually enrolled. The test of the effectiveness of the RIP, and of its overall desegregation impact, will be in the actual enrollments next Fall, not the assignments this Spring. A student whose parents have volunteered for the Emerson or the Lee or the Ellis is very likely to attend, and likely not to attend the geocoded school if the RIP request is turned down.

My advice, therefore, would be to go all-out to achieve the numbers of "transfers" approved by the Court for each school, while encouraging the schools which were not so designated to increase their own efforts to be attractive to the students within their assigned geocodes. The numbers are low enough that any negative impact will be minor.

In the Fall it would be appropriate to assess the initial experience and, if monitoring reveals that there was a significant negative impact on certain schools, to devise corrective limitations on future transfers.

In assessing this impact on other schools, I will not assume that every student resident in the geocodes assigned to a school would have attended the school if not admitted elsewhere. I will take historical enrollment patterns into account, especially at the kindergarten and grades 1, 6 and 9 levels.

(2) Our monitoring must consider "the actual and perceived fairness of assignment procedures." Here the Court's concern appears to be based upon the mixed assignment process, with some students assigned voluntarily while others have no choice.

Since most of the "magnet schools" in Massachusetts have such a mixed enrollment, with some students attending because of where they live and others by choice, we have had considerable experience with assuring that the net effect is equitable. Generally this has not been a problem, particularly when options are available for students of all racial groups.

For example, a Black student cannot volunteer for the Emerson, but may volunteer for the Russell or Perkins.

In Chicago, part of the desegregation is accomplished by operating "magnet programs" within certain schools. These programs attract racially-mixed enrollments, but function largely independently of the remainder of the school. We have similar programs, for the talented and gifted, in Brockton and New Bedford, and Boston's own AWCs are of this type. In all cases, legitimate questions can be raised about equity and real desegregation (though I believe the pluses outweigh the minuses). This is not--I assume--what is proposed under the RIP.

If time permits, we will do some interviewing of parents who took advantage of the RIP and of others whose children were assigned on the basis of residence, to test the "perceived fairness" about which the Court has expressed concern.

(3) The monitoring must also consider "the value of the program". The questions which I have asked you to send along to the principals and community district superintendents will help to reveal to what extent they have been energized and encouraged by this opportunity.

The Court expresses concern about the "time and resources" of the DI which may be diverted. Please let me know how the $20,000 granted for recruitment by my office some months ago have been used, and in what ways they have permitted you to prepare for and implement the RIP and other assignment modifications.

Information Needed

Although, as noted above, I am open to your suggestions about the most appropriate and least troublesome form of data to use in assessing the results of the RIP and other assignment measures, I believe that the most useful approach from my perspective would be one which organized the information geocode-by-geocode.

School-by-school information is subject to so many factors that it is extremely misleading to use in assessing transfers.

My preference would be to have, for each geocode, the number of students attending the geocoded school, each magnet school, and each other school, by race and grade, as of 1984-85, as a baseline, to be compared with similar information as of this coming Fall. You may recall that I worked out an approximation of this information for one of our monitoring reports, with respect to the Ellis, Lee, Shaw and Emerson schools.

That information would be very useful for an assessment of the RIP as of next Fall. The most useful information for a "quick and dirty" assessment this Spring would be the number of transfers which you allow under the RIP to each school, and the school which each student would otherwise have attended. It would be important to know whether students were already attending the geocoded school in grades 1-5, and where they attended kindergarten.

Let me know if you can suggest a better approach to the analysis.

Summary

In implementing the RIP, I suggest that you should err--if at all--on the side of boldness in putting students in schools which their parents want, subject to the numbers and racial categories approved by the Court. I can assure you that my monitoring will be concerned with the net improvement to desegregation, and the long-term prospects, rather than with individual judgment calls about a particular transfer.

As you know, we are holding a workshop on recruitment tomorrow, led by staff of the parent information centers in Cambridge and Worcester. I hope this will be a useful occasion for many Boston staff and parents. I have carefully explained to the community district superintendents and others that we will not offer interpretations or clarifications of the assignment and transfer requirements, since those must come exclusively from your office!

c. Franklin Banks

BUREAU OF EQUAL EDUCATIONAL OPPORTUNITY
MASSACHUSETTS DEPARTMENT OF EDUCATION

Twelve elements of successful desegregation recruitment

Scores of Massachusetts public schools in a dozen cities have carried out successful "recruitment" efforts to achieve race desegregation with a minimum of mandatory assignments. Certain elements have been important in these efforts. These steps have not always been carried out in the same order, and two or more are often carried out at the same time. Distinction is made between the steps which the school system should take and those which should be planned and initiated at the school level with system support.

SCHOOL SYSTEM ACTIONS

1. Develop a clear and simple policy controlling applications, assignments, and transfers. Make sure that all staff in contact with parents (teachers, principals, office staff) understand it thoroughly and can explain it clearly. Distribute it widely (in simple, 1,2,3 form) through the press and special handouts.

2. Designate a single office to handle all assignment and transfer requests, and staff this office adequately to help schools in outreach to parents.

3. Make clear to all employees, and particularly to staff of schools designated for desegregation recruitment, what is expected of them. Make sure that staff of other schools understand that they must not hinder recruitment.

4. Conduct city-wide surveys of parent interests and choices among educational possibilities. Preferably, present options rather than open-ended items. (see Clinchy article in Equity and Choice I,2).

5. Support (with resources, flexibility in requirements and procedures) the efforts of each school to develop a distinctive character or theme, within the broad policies and objectives of the system. If such efforts cannot, in some cases, be permitted, it should be for sound policy reasons and not on technicalities or because of vested interests.

6. Orchestrate the individual school themes in response to overall parent and student demand. It would defeat the purpose of the effort if every school selected the same emphasis!

LOCAL SCHOOL ACTIONS (note that these need not start after 1-6)

7. Understand clearly who it is the school is trying to recruit; if this means Hispanic students, for example, both the program development and the outreach must keep this in the forefront.

8. Involve all staff and active parents of the school in defining the distinctiveness of the school, and how that can be built upon to provide an even better education. Note "effective school" research on the importance of a shared sense of educational mission and philosophy. If available, draw upon survey results (see #4) to identify a "marketable" theme. This must be a choice among possibilities, not an assertion that the school is "all things to all men" (and women!). It's not enough to say, "We're a wonderful school"; choice should not operate on the basis of some schools being better and some worse.

9. Recognize that some parents whose children are presently in the school may be attracted away by another option, and accept that this is OK; the school should have enough confidence in the particular direction which it has selected to accept that it will not be best for every child. Some teachers might also find another option closer to their own ideas about the ideal situation. The goal, after all, is that every child, teacher and parent be in an optimal situation for that person.

10. Reorganize or enrich instruction in appropriate ways to enhance the distinctiveness of the school. Preferably this should not be an "add-on" program which only a few children will take part in, but a "flavor" of instructional strategy which makes the school distinctive for all students. The goal is not to become a "super school" (except to the extent that we want that for every school) but to be a school which satisfies enough racially-diverse parents very much because it reflects their goals and concerns for their children.

11. Tell your story by every means possible, especially by parent-to-parent contacts. Provide plenty of opportunities for prospective parents to talk with teachers. Don't "hype" the school: simply present honestly what you are and what you are working to become.

12. Follow through on every parent who expresses an interest, and contact parents who are disappointed in their applications to other schools. One individual contact is worth a hundred fliers. Continue contacts over the summer to assure that parents don't get "cold feet". Check with new parents after a couple of weeks of school to find out whether they have been disappointed. If they are happy with the school, they will do half the work of recruitment the second year!

Charles Glenn, Director

May 3rd 1985

ASSIGNMENT MODIFICATIONS IN DISTRICTS 3 AND 4

The Proposal for a Revised Student Assignment Procedure in Districts 3 and 4

The School Committee submitted a proposal to the Court on December 20, 1984 for a revised approach to making student assignments, to be tried out on a pilot basis in a consolidated district made up of the present districts 3 and 4. In its filing the Committee noted that

> The success of this proposal in maintaining an acceptable degree of desegregation in the District depends on the efforts of principals, faculties and parent councils--with the aggressive support of the Superintendent and the Central Staff--to encourage a racially mixed group of students to attend their schools.

This acknowledges the validity of a point made repeatedly in previous monitoring reports, that assignment measures alone cannot bear the whole burden of making desegregation work.

The Committee also noted that it had not given unqualified support to this new approach, but had directed staff to prepare computer simulations and to arrange for surveys to determine whether it stood a good chance of working, as defined by "avoiding substantial resegregation." The Committee reserved the right to "propose modifications designed to guard against substantial resegregation or to withdraw the proposal altogether."

This proposal had not been negotiated with the parties, as required by the Memorandum and Orders of Disengagement of December 1982. The meetings which had taken place earlier in the Fall of 1984 had essentially broken down through the withdrawal of the Plaintiffs from participation, and discussion with representatives of the State Board had been limited.

The Committee described their goal in proposing the revised assignment process as follows:

> The purpose of these assignment procedures is to achieve a stable, desegregated assignment of students to non-magnet schools within the Consolidated District which, to the greatest extent consistent

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with the desegregation goals set forth herein, permits parents to choose the school which their children will attend.

Various provisions of the December 20, 1984 filing which have to do with proposed compliance requirements will not be detailed here, since they were not subsequently dealt with by the Court. In particular, a proposal that bilingual enrollments not be included in assessing compliance in the consolidated district was rejected by the Court when the same proposal was made in general terms.

In its initial form, the proposal emphasized the creation of contiguous attendance areas for each elementary school, in contrast to the attendance areas ordered by the Court, many of which are non-contiguous for the sake of desegregation:

> Every effort will be made to create enrollment areas which are racially and ethnically mixed, and compactness will be sacrificed to achieve this end. Schools with enrollment areas which are not racially mixed will be given sufficiently small enrollment areas to permit reservation of seats for the underrepresented race(s) . . . . Elementary schools which have not yet achieved compliance with applicable desegregation standards shall reserve seats for students of the underrepresented race(s).

Initial state review of this proposal suggested that the reassignment of students to their "enrollment area schools" would result in massive resegregation, and that the prospects of reversing this through voluntary recruitment to reserved seats were limited. This was particularly the case in view of Boston's poor track record on attracting students to the Court-designated "special desegregation schools".

Survey of Parents

A survey of 544 Boston residents was carried out in January 1985 by the firm of Martilla & Kiley, under commission from the CityWide Educational Coalition.

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The primary purpose of the survey was to ascertain to what extent paents, particularly those who children are already enrolled in public elementary schools, would consider voluntarily sending their children to schools outside their own neighborhoods, in order to obtain enhanced educational values.

Parent surveys have been a major component of desegregation planning and magnet school development in other Massachusetts cities, and there is a considerable amount of practical experience available on how to make such surveys useful for direct application to the implementation of successful desegregation. Unfortunately, no advantage was taken of this experience in designing the Martilla & Kiley study, and its usefulness is therefore quite limited compared with those conducted in Worcester and elsewhere, which characterstically reached much larger samples as well.

Despite this reservation, several of the findings are useful and suggestive. Of the parents of students currently in the Boston Public Schools, for example, the following options received strong support:

	Absolutely Essential	Very Important	Somewhat Important	Total
"Small class sizes"	24%	49%	17%	90%
"Day care services"	9%	35%	16%	60%
"Two-way bilingual"	10%	42%	23%	75%
"Strong discipline standards"	25%	51%	16%	92%
"Back-to-basics approach"	21%	47%	19%	87%

These are all characteristics which are subject to change in the interest of voluntary desegregation; that is, an extended school day or a "two-way bilingual" program can be provided at some locations, as in magnet schools elsewhere in the Commonwealth, or certain schools can give a special emphasis to teaching the basics or to an emphasis upon discipline and self-discipline, as in others.

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It is notable that only 3% of public school parents gave as "absolutely essential" and 11% as "very important" that a school be attended exclusively by children from the neighborhood, while 68% said that was "not all that important". This could be interpreted as an acceptance of desegregation.

When asked under what circumstances they would definitely send their children "by bus to a public school a few miles away" in preference to a public school in their neighborhood, 65% said that an excellent reputation and 62% said that a "magnet program for something you feel would be especially important for your children" would be the deciding consideration.

Predictably, the School Committee cited the results of this survey in support of the proposed assignment modifications for districts 3 and 4, though there is no evidence to date of the direct application of these results to planning and developing strategies to make particular schools attractive to parents.

Approval of a Test of the Proposed Assignment Modifications

In a memorandum of February 20, 1985 the Court noted a shift in the strategy proposed to make the assignment procedures proposed for districts 3 and 4 successful.

> As originally presented, the plan placed heavy emphasis on guaranteeing students a seat in their home assignment area. Apparently because of the resegregative impact of such an emphasis, attention has shifted to the open-enrollent aspect of the proposed plan which, it is hoped, will lead to voluntary desegregation.

This observation was prescient, since the actual implementation of the new assignment process gave only minimal significance to the new "enrollment areas" developed on a contiguous basis, at the very end of the process of assigning students to each school. In subsequent years, when an ever-declining proportion of students would be assigned on the basis of the Court-odered assignment areas, it should be noted, these revised attendance areas could have a mischievous effect, and their minor role in the present process should not be allowed to create a precedent for a larger role in the future. There should not be a guarantee of a school assignment based upon the new "enrollment areas".

The Court dismissed the significance of the Martilla & Kiley survey, but ruled that the School Committee could test the new approach to assignments in districts 3 and 4, in conformity with an explanatory letter of February 15 from Attorney Henry Dinger, who stated that

> The DI will make an initial determination whether the preferences expressed by parents in the consolidated district will permit a set of assignments consistent with those preferences which does not substantially diminish the degree of desegregation which currently exists in districts 3 and 4.

If this turned out not to be possible, the experiment would be abandoned and the assignments made by the usual method.

The Application and Assignment Process

In a letter dated March 28, 1985 to "School Persons and Parent-Residents of Districts III and IV," Department of Implementation Senior Officer John Coakley provided information on how the new application and assignment process would work (see attached). The purpose of the new process, he explained, was "to achieve as much desegregation as presently exists, but in a more voluntary way."

The letter explained that certain schools would be starred on each application form, and these starred schools would be guaranteed assignments if selected. In each case these were schools for which a particular student would help desegregation.

Two examples of such computer-generated application forms, with the names removed, are attached. Both students currently attend the Lee Elementary School, located in a predominantly-Black area. One of the students

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is Black, and is guaranteed the present school where he is attending K1, the "community district school" (that is, the school to which the student is "geocoded" under the Court-ordered assignment areas), and nine schools (the Bates through the Sumner) located in predominantly-White areas. The student opted to remain at the Lee. Note that the option of the "community district school" is the result of the Court's recent approval of the option of students attending, for kindergarten, the schools to which they are "geocoded" for first grade; this student will not be guaranteed to remain at the Lee for first grade.

The other student is White, and is guaranteed the present school (which also is the "community district school" for this student), as well as four schools (the Chittick through the Taylor) located in predominantly-Black areas. The student opted for the advanced work class at the Lee, which is not a guaranteed assignment, since such assignments are governed by separate requirements based on an assessment of academic ability as well as on racial/ethnic goals. Presumably the parents know whether or not their child was nominated for this program.

The new application process was tested only at the elementary level.

The School Committee's May 7, 1985 filing with the Court reported that

> In districts 3 and 4, 3,101 elementary students out of 3,798 (82%) who made a choice received their first choice and 3,459 (91%) received one of their first three choices. . . . Only 269 students in grades 1-5 who made a choice received none of their first three preferences. This number may be reduced even further in connection with the recruitment incentive program and the integrated neighborhood enhancement program. The DI hopes to work with these students and their parents individually to reduce even further the number of "forced" assignments.

It was the process used for making the assignments, more even than the projcted results, which was of concern to the monitor; this process was reviewed with the Department of Implementation on April 26th and frequently thereafter. It involved a number of steps calculated to assure that maximum benefit was taken of any parent choices which supported desegregation.

(a) The initial steps involved honoring all guaranteed first choices, including those wishing to remain in the present school (except, in some cases, for the K2-grade 1 transition), those wishing their geocoded school, those in the kidergarten of a magnet school wishing to remain there, White students requesting one of the five schools in predominantly Black areas, and Black and other minority students requesting one of the eleven schools in predominantly White areas. In addition, students whose parents did not file an application wh assigned automatically to their present schools (that is, none of them were reassigned elsewhere because of the lack of an application), except for those whose geocoded school is different for grades 1-5 than for kindergarten.

Students newly eligible for and desiring an assignment to an Advanced Work Class were assigned to the appropriate one.

(b) First choices for magnet schools were granted to the extent possible under the racial/ethnic guidelines, on the basis of "computerized random selection by seat availability," as in the past. Three or four White students were thereby permitted to leave one of the five schools in predominantly Black areas; the monitor reviewed each of these cases with the Department of Implementation.

[By this point in the process, the great majority of the students had been given assignments, with either their first choice or the school to which they would have been assigned under the present assignment rules in any case, in default of an application for a different assignment.]

(c) Students who could not, for whatever reason, be granted their first choices were then given their second choices, so far as possible: to present schools, geocoded schools, other "guaranteed" schools, magnet schools, etc. Then as many as possible of the remaining students were given their third choices.

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(d) At this point in the process, with less than a hundred students remaining to be assigned, attempts were made to honor those requests based upon the new assignment areas which would enhance or not change "the racial quotas of both the sending and receiving schools."

(e) After that step, attempts were made to honor requests for "non-geocoded schools" which were not related to the assignment areas, under the same restriction as above.

To the extent that some of these students (at steps d and e) were White students already enrolled in and attending schools in predominantly Black areas an Black and other minority students already enrolled in and attending schools in predominantly White areas, these assignments could cause resegregation problems and indeed present cause for a new liability action. For that reason, they were subjected to special scrutiny by the monitor, and discussed with the Department of Implementation.

The monitor concluded that the number involved was so small in the present process (for example, four White students leaving the Lee and other schools in predominantly Black areas) as not to warrant rerunning the assignments, particularly in view of the fact that at least some of them could move under the Court-approved provisions for transfers. It would be his suggestion in any further consideration of this pilot approach to assignments, that such movement not be permitted under the assignment process but instead be handled as an individual transfer immediately subsequent to assignments. This would be desirable in order to close what is presently a very small loophole but could become a signficantly larger one depending upon how the Department of Implementation interpreted the provision about enhancing or not changing the racial quotas. Thus, for example, the initial assignments for the Lee School project desegregation compliance, but that could well change when actual enrollments are available, at which time the transfer of White students out of the school would appear to have been unwise. The transfer process is more suited than is the assignment process to assure the necessary control in the interest of desegregation.

Conclusions and Recommendations

The process of applications and assignments for the consolidated districts was planned and implemented very well.

Not only do initial assignments appear at least as positive for desegregation as those made last year, but there is reason to believe that the actual results (in terms of the number of students who take their assigned seats) will show improvement.

The new assignment areas developed at an early stage in the evolution of this modified approach to assignments played a very minor role (represented by the sequence of steps d and e, and effecting only a handful of students). These designated areas do not contribute to desegregation, and could readily lead to false expectations in the future. They should be abandoned.

The movement of students whose presence desegregates the schools which they are attending out of those schools should be handled through the transfer process rather than through the assignment process.

Efforts enhance the distinctiveness and attractiveness of every school should be one of the primary expectations for the principal of that school. Detailed suggestions are included as one of the attachments to the discussion of the Recruitment Incentive Program.

The approach to applications and assignments which was tested in districts 3 and 4 merits replication elsewhere in the system. It passes the test of protecting and even enhancing desegregation while also increasing the number of choices available to parents and the likelihood that they will receive their choices.

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THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF IMPLEMENTATION
John R. Coakley, Senior Officer

March 28, 1985

MEMORANDUM

TO: School Persons and Parent-Residents of Districts III and IV

FROM: John R. Coakley John R Coakley

SUBJECT: Consolidated District Assignment Plan for Elementary Schools in Districts III and IV

On February 20, 1985 the Federal Court gave us conditional approval to try a new elementary school assignment plan in Districts III and IV.

The Application Forms for elementary school residents of Districts III and IV will be issued on or about April 1, 1985 and collected no later than April 11th. If the new plan works student assignments will be issued on or about May 1st. If it fails, we will use the Student Assignment Process of the last ten years and try to issue an assignment on or about May 15th.

PURPOSE OF THE NEW ASSIGNMENT PLAN

To provide each parent with more school possibilities and, MORE IMPORTANTLY, to achieve as much desegregation in each elementary school. In other words, to achieve as much desegregation as presently exists, but in a more voluntary way.

OPTIONS AVAILABLE TO YOU

- Your present school, if printed on your application
- Your Community District school (i.e., your so-called "geocoded" school).
- Your designated area school which is a comparatively nearby school. Assignment is not guaranteed, but you have a priority over students of the same race.
- Guaranteed schools which are starred on the application form. Your enrollment in one such school obviously helps desegregation.
- All other schools in the two districts which are not starred.
- The ten citywide magnet schools (from the Curley to the Trotter) which are at the bottom of the form.

CAUTION: If all parents choose the designated area schools OR other nearby schools, the new plan probably will not be allowed, and on or about May 15th we will have to issue assignments according to geocodes

Some Questions and Answers

1. How many choices do I have?

Our pre-printed Application Form states you have three choices, BUT we will allow you FIVE choices.

2. What will be different about the listed schools?

You really can't judge difference unless you speak to principals and teachers of a school--or, better still, arrange to visit a school.

3. Will these schools have extra staff or new programs?

The Massachusetts Board of Education is allowing us to spend $300,000 in Chapter 636 funds in the elementary schools of the two districts in 1985-86. Shortly, we will be asking the principals to submit proposals for using that money in their schools.

4. Why are some schools starred?

A school is starred if it is guaranteed. In some cases your present school or community district school is guaranteed. Then either one set of schools or the other set is guaranteed. White students are guaranteed the following starred schools: Chittick, Lee, Mattahunt, P. Shaw, Taylor. Black and Other Minority students are guaranteed the other eleven schools of the two districts.

5. Will transportation be provided?

Transportation is guaranteed to any elementary school student living a mile or more from the school to which he is assigned.

6. Will overcrowding result?

We will assign children in accordance with each school's court-approved capacity. That is why it is best to express several school choices.

7. Is the assignment just for one year?

If your child is assigned to a local kindergarten, that assignment might not be guaranteed for grade one, except in a magnet school. However, if your child is assigned to grade one to four of the consolidated district he or she will be allowed to remain there through grade five unless, of course, you move out of the consolidated district or choose another school option in another year.

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8. Do you have any literature which might help me?

The Citywide Education Coalition has printed an excellent FACT SHEET. The Citywide Parents' Council assisted in this effort.

Call CWEC at 542-2835
Call CPC at 426-2450

9. Who in the School Department can help me?

- The School Information Center of the Department of Implementation at 726-6555
- The Student Services Unit of the Department of Implementation at 726-6200, #5533 to 5539
- The External Liaison Unit of the Department of Implementation at 726-6200, #5559 to 5565
- The Record Management Unit of the Department of Implementation at 726-6200, #5513 & 5514
- My Office at 726-6200, #5500 to 5502
- Dr. Ellison's Office at 726-6200, #5503 & 5504
- The District III Office at 323-6020
- The District IV Office at 364-3033
- Individual Schools: See page 6 of Blue Pages of Phone Directory

BOSTON PUBLIC SCHOOLS

APPLICATION FOR STUDENT ASSIGNMENT
SCHOOL YEAR 1985-86
08/21/79

4290 819674

I. PERSONAL INFORMATION:

LAST NAME OF STUDENT: K1 121 LEE ELEMENTARY
FIRST:
M.I.:
D.O.B.: 1
PRESENT GRADE:
HOME ROOM: ST
PRESENT SCHOOL: BOSTON 02124 C33
RACE:
NO. STREET NAME CITY ZIP APT. NO.

If printed address is incorrect, please attach copies of two pre-printed proofs of your correct address (e.g. utility bills, driver's license).

II. **CHECK EITHER BOX "A" OR BOX "B". DO NOT CHECK BOTH BOXES**

☑ A. I WANT TO BE ASSIGNED FOR THE SCHOOL YEAR 1985-86 TO MY PRESENT SCHOOL LEE ELEMENTARY
I DO NOT WANT TO MAKE ANY OTHER CHOICE. I UNDERSTAND I SHALL BE ASSIGNED AUTOMATICALLY TO THIS SCHOOL.

06307

IF YOU CHECK BOX "A," MAKE NO CHOICES BELOW AND SIGN THIS APPLICATION AT THE BOTTOM

☐ B. I WANT TO MAKE ONE OR MORE CHOICES FOR THE SCHOOL YEAR 1985-86 I UNDERSTAND THAT IF I DO NOT RECEIVE ONE OF MY CHOICES, I SHALL BE ASSIGNED TO MY PRESENT SCHOOL LEE ELEMENTARY

IF YOU CHECK BOX "B":

- MARK NUMBER 1 NEXT TO THE NAME OF THE SCHOOL OF YOUR FIRST CHOICE
- MARK NUMBER 2 NEXT TO THE NAME OF THE SCHOOL OF YOUR SECOND CHOICE
- MARK NUMBER 3 NEXT TO THE NAME OF THE SCHOOL OF YOUR THIRD CHOICE
- SIGN THIS APPLICATION AT BOTTOM

50 (✓) PRESENT SCHOOL................*****.....LEE ELEMENTARY
21 ( ) EXTENDED DAY PROGRAM AT..............LEE ELEMENTARY
26 ( ) COMMUNITY DISTRICT SCHOOL-*****-----PHILBRICK ELEMENTARY
A1 ( ) BATES ELEMENTARY *****
A2 ( ) BEETHOVEN ELEMENTARY *****
A3 ( ) CHANNING ELEMENTARY *****
A4 ( ) CHITTICK ELEMENTARY
A5 ( ) CONLEY ELEMENTARY *****
A6 ( ) E. GREENWOOD ELEMENTARY *****
A7 ( ) GREW ELEMENTARY *****
A8 ( ) KILMER ELEMENTARY *****
B1 ( ) MATTAHUNT ELEMENTARY
B4 ( ) F. ROOSEVELT ELEMENTARY *****
B5 ( ) P.A. SHAW ELEMENTARY
B6 ( ) SUMNER ELEMENTARY *****
B7 ( ) TAYLOR ELEMENTARY
09 ( ) EXTENDED DAY PROGRAM AT ADAMS
13 ( ) EXTENDED DAY PROGRAM AT HERNANDEZ (ENGLISH)
14 ( ) CURLEY ELEMENTARY
17 ( ) HALEY ELEMENTARY
30 ( ) JACKSON-MANN ELEMENTARY
32 ( ) OHRENBERGER ELEMENTARY
33 ( ) TROTTER ELEMENTARY
34 ( ) EXTENDED DAY PROGRAM GUILD
35 ( ) EXTENDED DAY PROGRAM HALE
36 ( ) EXTENDED DAY PROGRAM HENNIGAN
37 ( ) EXTENDED DAY PROGRAM MCKAY

NOTE 1 A STARRED SCHOOL (*****) IS A GUARANTEED SCHOOL.
NOTE 2 A DESIGNATED AREA SCHOOL IS NOT GUARANTEED.

BEST COPY

SIGNATURE OF PARENT OR GUARDIAN
DATE 55 4/- [illegible]
4290 819674
SIGNATURE OF STUDENT (IF 18 YEARS OF AGE OR OLDER)

RETURN THIS APPLICATION TO THE HOMEROOM TEACHER BY 04/11/85 KEEP BOTTOM COPY FOR YOUR RECORDS

USE AND SEAL THE ENVELOPE PROVIDED FOR THE RETURN OF THIS APPLICATION

BOSTON PUBLIC SCHOOLS
APPLICATION FOR STUDENT ASSIGNMENT
SCHOOL YEAR 1985-86
08/13/76

I. PERSONAL INFORMATION:

4290 788319

LAST NAME OF STUDENT	FIRST		M.I.	D.O.B.
03	C13	LEE ELEMENTARY		2
PRESENT GRADE	HOME ROOM	PRESENT SCHOOL		RACE
	ST	BOSTON 02132		
NO.	STREET NAME	CITY	ZIP	APT. NO

If printed address is incorrect, please attach copies of two pre-printed proofs of your correct address (e.g. utility bills, driver's license).

06319

II. **CHECK EITHER BOX "A" OR BOX "B". DO NOT CHECK BOTH BOXES**

☐ A. I WANT TO BE ASSIGNED FOR THE SCHOOL YEAR 1985-86 TO MY PRESENT SCHOOL
LEE ELEMENTARY

I DO NOT WANT TO MAKE ANY OTHER CHOICE. I UNDERSTAND I SHALL BE ASSIGNED AUTOMATICALLY TO THIS SCHOOL.

IF YOU CHECK BOX "A" MAKE NO CHOICES BELOW AND SIGN THIS APPLICATION AT THE BOTTOM

☒ B. I WANT TO MAKE ONE OR MORE CHOICES FOR THE SCHOOL YEAR 1985-86 I UNDERSTAND THAT IF I DO NOT RECEIVE ONE OF MY CHOICES, I SHALL BE ASSIGNED TO MY PRESENT SCHOOL
LEE ELEMENTARY

IF YOU CHECK BOX "B":

- MARK NUMBER 1 NEXT TO THE NAME OF THE SCHOOL OF YOUR FIRST CHOICE
- MARK NUMBER 2 NEXT TO THE NAME OF THE SCHOOL OF YOUR SECOND CHOICE
- MARK NUMBER 3 NEXT TO THE NAME OF THE SCHOOL OF YOUR THIRD CHOICE
- SIGN THIS APPLICATION AT BOTTOM

50 ( ) PRESENT SCHOOL..............*****.....LEE ELEMENTARY
23 (X1) ADVANCED WORK CLASS AT..............LEE ELEMENTARY
27 ( ) DESIGNATED AREA SCHOOL..............KILMER ELEMENTARY
A1 ( ) BATES ELEMENTARY
A2 ( ) BEETHOVEN ELEMENTARY
A3 ( ) CHANNING ELEMENTARY
A4 ( ) CHITTICK ELEMENTARY *****
A5 ( ) CONLEY ELEMENTARY
A6 ( ) E. GREENWOOD ELEMENTARY
A7 ( ) GREW ELEMENTARY
B1 ( ) MATTAHUNT ELEMENTARY *****
B2 ( ) MOZART ELEMENTARY
B3 ( ) PHILBRICK ELEMENTARY
B4 ( ) F. ROOSEVELT ELEMENTARY
B5 ( ) P.A. SHAW ELEMENTARY *****
B6 ( ) SUMNER ELEMENTARY
B7 ( ) TAYLOR ELEMENTARY *****
14 ( ) CURLEY ELEMENTARY
15 ( ) GUILD ELEMENTARY
16 ( ) HALE ELEMENTARY
17 ( ) HALEY ELEMENTARY
18 ( ) HENNIGAN ELEMENTARY
19 ( ) HERNANDEZ ELEMENTARY
30 ( ) JACKSON-MANN ELEMENTARY
31 ( ) MCKAY ELEMENTARY (PROGRAM ENDS AT GRADE 6)
32 ( ) OHRENBERGER ELEMENTARY
33 ( ) TROTTER ELEMENTARY

1985 MAY -1 AM 10: 1

NOTE 1 A STARRED SCHOOL (*****) IS A GUARANTEED SCHOOL.
NOTE 2 A DESIGNATED AREA SCHOOL IS NOT GUARANTEED.

BEST COPY

SIGNATURE OF PARENT

DATE
4/3/85

56

4290 788319

SIGNATURE OF STUDENT (IF 18 YEARS OF AGE OR OLDER)

RETURN THIS APPLICATION TO THE HOMEROOM TEACHER BY 04/11/85 KEEP BOTTOM COPY FOR YOUR RECORDS

USE AND SEAL THE ENVELOPE PROVIDED FOR THE RETURN OF THIS APPLICATION

BILINGUAL ASSIGNMENTS IN BOSTON

Overview

Data on some 7,800 students enrolled in bilingual education programs in Boston was analyzed to determine how many had been enrolled for at least twice as long as the three years suggested by the Massachusetts Transitional Bilingual Education Law, what degree of mastery of English-language skills had been achieved by these long-term students, and to what extent their educational programs included significant "mainstreaming" in monolingual English-speaking classes.

One-third of the students in middle and high school bilingual programs have spent six or more years in such programs. In the absence of satisfactory data (which the Board will now seek) on actual student achievement, this length of enrollment may mean, in individual cases, either that a student has not been helped effectively to become "bilingual" and thus able to function in a mainstream class, or that he or she has acquired such skills and has been retained in the program inappropriately.

Two distinct patterns were identified: (1) a substantial number of Hispanic students remain in the program for six or more years without -- according to the data available -- achieving the working knowledge of English which would permit them to take advantage of the educational and career opportunities available in the Boston area, and (2) a substantial number of Italian-speaking (and, to a lesser extent, of Greek-speaking students) remain in the program for six or more years despite having achieved full fluency in English.

The first problem is essentially an equity issue, the second essentially a desegregation issue. While a final judgment must await confirmation of the accuracy of language assessments made by Boston bilingual staff, the information already available suggests that these problems are of serious dimensions.

EQUITY AND DESEGREGATION

If the Boston Public Schools are meeting their equity responsibility to limited English-proficient students, by teaching them English effectively and as rapidly as each student's abilities permit and then "mainstreaming" them, there can be no serious desegregation problem about the assignment of these students to transitional bilingual programs for the time necessary to acquire these skills. If, on the other hand, students are taught English ineffectively or, having mastered English, are not "mainstreamed", then the system has created an "educational deadend or permanent track." In either of these cases student rights would be violated, desegregation would be frustrated, and the requirements of Massachusetts law would be evaded.

This analysis does not inquire into the effectiveness of the instruction in English-language skills in Boston's bilingual programs, or whether the procedures prescribed by Boston's

Voluntary Lau Plan (an agreement between the School Committee and the Bilingual Master Parent Advisory Council, April 30th 1985) to determine when students are ready for "mainstreaming" are being implemented appropriately. These issues shall be addressed by the State Board in further monitoring of Boston and other Massachusetts school districts, under its authority to enforce Massachusetts General Laws, Chapter 71A, the Transitional Bilingual Education statute. What this analysis can do is to determine to what extent students, for whatever reason, remain well beyond the statutorily prescribed three-year period in at least some of Boston's bilingual programs. If it is demonstrated that this is the case, then we have a desegregation problem whose precise solution will depend upon educational as well as assignment measures.

The Department of Implementation, Boston Public Schools provided two print-outs upon which this analysis has largely depended. Each lists, for each school with one or more bilingual program, each student in such program by name, identification number, and language code. One (dated 11/6/84) shows "step" and "Lau category" and the school in which the student was enrolled in a bilingual program for each year starting with 1977-8 and continuing to the present. Thus, for example, one student on the print-out was in the bilingual program at the Hurley School in 1977-8 and 1978-9, in the bilingual program at the Taft Middle School in 1979-80 and 1980-1, and has been in the bilingual program at Brighton High School each year since 1981-2.

The second print-out (dated 12/13/84) shows, for the same students, the address, sex, race, grade, homeroom, and whether the student is in one of the "special needs" prototypes. This analysis takes note of special needs, though without conceding that such students are not entitled to be taught English as promptly as possible.

Difficulties of Interpretation of the Data

(1) The 11/6/84 print-out does not indicate whether the student was in the bilingual program before 1977-8, though that is entirely possible. In the discussion which follows, therefore, we will sometimes refer to students who have been "at least eight years" in the program.

(2) The data available do not show the successes of the bilingual program, the students who within a reasonable number of years are able to perform ordinary class work in English and go on to take advantage of the many educational opportunities which require such skills. There is need of a longitudinal study of the entire population of students who, in a given year in the past, were in bilingual programs, showing how they progressed in all areas of the curriculum both before and after they were "mainstreamed".

(3) There are conflicting views about the current accuracy of the "Lau categories" which are provided for most students, and which are an indication of relative proficiency in English and in the language spoken in each student's home.

63

A	Speaks only a language other than English
B	Speaks predominantly a language other than English
C	Speaks both English and another language equally
D	Speaks predominantly English
E	Speaks English only

It appears that in some cases the _Lau_ categories shown reflect initial assessments when a student entered the program which have not been up-dated in a number of years, while in other cases they reflect current assessments. The uncertainty presumably works only one way, however: students may know _more_ English than the _Lau_ category indicates (if it has not been updated) but they presumably do not know _less_.

(4) Another item of information about most students is a "step," indicating the proportion of each student's time which should be spent in a "mainstream" class. These indicate: (as described by the Voluntary _Lau_ Plan)

Step 2	a student receives all academic and some non-academic instruction in bilingual education classes
Step 3	a student receives most academic and some non-academic instruction in bilingual education classes
Step 4	a student is mainstreamed for most or all academic and non-academic subjects with the option to take elective bilingual subjects as space is available

Step 5 a student is totally mainstreamed; the student's progress is reviewed periodically and bilingual support services such as counselling are provided as needed

For as long as a student remains at Step 5, according to the Lau Plan, he or she is to be assigned as a bilingual program student; no time limit is provided.

A difficulty with interpreting the steps is that it is hard to determine to what extent the prescription which they represent is actually carried out. The fact that certain students are designated to spend part of each day in "mainstream" classes does not necessarily mean that they do so, especially since pupil numbers have risen in such classes. Monolingual teachers may be unwilling to take on additional students from bilingual classes which already have a lower enrollment. This problem has been noted in the Board's monitoring reports.

Information on both the Lau categories and the steps is subject to correction based upon a review of student records to determine to what extent these indicators reflect student progress and readiness for educational integration. Such a review has been undertaken by a special monitoring team and shall continue into the Fall.

It must be noted clearly what is not in question in this review of student records: the number of years that students have been in the program is sufficiently documented by the data provided by the Department of Implementation, and there presumably is no question about the students identified as being predominantly fluent in English. What is in question is whether as many students are severely deficient in English as the Lau categories would indicate, if those categories reflect current assessments. If they are not, the question will remain, why they have remained for so long in the program, and whether the current assessments required by state law and by the voluntary Lau Plan are being carried out and given appropriate weight in the student assignment process.

The Analysis

For purposes of this report, the student listings for all bilingual programs were reviewed. Comparative data on all programs serving students in grades 6-8 (including elementary and high schools with those grades), and on selected high school programs, are presented in a number of tables. Data on elementary programs includes only the number and proportion of the students at each school who are at steps 4 and 5, or integrated for a significant portion of their studies.

Particular attention was given to programs for students who speak Spanish, Greek, and Italian; several other programs have grown so rapidly in recent years that it would be confusing to compare the length of time students have remained in them with that in longer-established programs.

ELEMENTARY SCHOOL OVERVIEW

There were 4437 students enrolled in bilingual programs at the elementary level (K-5) in December 1984. Most students in bilingual programs at the elementary level have not been in the schools long enough to exceed the three years which, under Massachusetts law, is the recommended length for a transitional program except under exceptional circumstances.

It is of some significance, however, to determine how many of the elementary bilingual program students are at steps 4 and 5, indicating that they are ready for and participating in educational "mainstreaming". Table 1 presents this information.

Of thirty-two elementary-level bilingual programs, only seven have one or more students at step 5, indicating full mainstreaming with continued support, and seventeen (or slightly over half) have one or more students at step 4, indicating mainstreaming for most work. In fourteen elementary-level programs there are no students who are being mainstreamed, according to Boston's data.

There may be students who have been completely mainstreamed while in elementary school, and thus are no longer reported as bilingual program students. The follow-up study on students who were in the program in the past will provide information about this mainstreaming, and whether students had developed adequate English-language skills and were receiving adequate follow-up support to make the transition successfully.

Table 1: STEP 4 & 5 ENROLLMENT OF ELEMENTARY BILINGUAL PROGRAMS

(does not include schools with bilingual only at kindergarten)

SCHOOL	Language	Total	Step 4	Step 5	% 4 + 5
Baldwin	Chinese	115	1	0	0.01
Gardner	Spanish	117	0	0	0.00
Hamilton	Khmer	159	0	0	0.00
Tobin k-5	Spanish	140	0	0	0.00
Winship	Spanish	117	0	0	0.00
Agassiz	Spanish	197	0	0	0.00
Ellis	Spanish	110	0	0	0.00
Kennedy	Spanish	187	1	1	0.01
Mattahunt	Greek	115	4	0	0.03
	Spanish	78	1	0	0.01
Greenwood	Spanish	125	0	0	0.00
Holland	Spanish	134	1	0	0.01
Marshall	Spanish	155	0	0	0.00
Murphy	French	205	15	1	0.08
Condon	C. Verdean	116	6	0	0.05
	Spanish	90	1	0	0.01
Dever	Spanish	140	1	2	0.02
Russell	Spanish	77	2	0	0.03
Tynan	C. Verdean	132	0	1	0.01
Blackstone	Spanish	323	6	3	0.03
Hurley	Spanish	84	4	0	0.05
Kent	Chinese	137	4	0	0.03
Quincy	Chinese	279	2	0	0.01
Otis	Spanish	61	0	0	0.00
	Italian	75	2	0	0.03
	Portuguese	81	0	0	0.00
Hennigan	Spanish	192	17	5	0.11
	Other	24	0	0	0.00
Hernandez	Spanish	91	7	1	0.09
J.-Mann	Vietnamese	205	0	0	0.00
McKay	Italian	42	0	0	0.00
Ohrenberger	Lao	59	0	0	0.00
		4162	75	14	0.02

Several schools have a higher than average proportion of their bilingual program students at steps 4 and 5: the Hennigan (Spanish: 11%), the Hernandez (Spanish: 9%), the Murphy (French/Haitian: 8%), the Condon (Cape Verdean: 5%), the Hurley (Spanish: 5%). It will be important to determine what factors contribute to the apparently greater degree of partial mainstreaming at these schools. Overall, only 2% of students in elementary bilingual programs are at steps 4 and 5, and the proportion drops to less than 1% if these five schools are excepted.

MIDDLE SCHOOL OVERVIEW

Middle schools lend themselves best to this analysis. In a high school program there may be many students who entered the country and the public schools after a number of years of study in another language; such students will find it more necessary to continue subject-matter work in the native language, and may also find it more difficult to master English. Students in a middle school who have been enrolled in a bilingual program for six, seven, eight or more years -- for their entire period of schooling -- suggest a problem either with the way they have been taught English or with the way in which their readiness for the educational mainstream has been assessed. In either case there is both an equity and a desegregation problem, for the reasons noted above.

In late 1984 there were approximately 1500 students in bilingual programs in grades 6 - 8, most of them in middle schools. One-third of these students (485 students), and 46% of the Spanish-speaking students, had been in a bilingual program in Boston since kindergarten or first grade.

Table 2 provides information about bilingual program students in grades 6 - 8, showing the total enrollment of each program, the number and proportion of the students who have been in a bilingual program for six or more years, and, of these, the number who have been in a bilingual program for eight or more, seven and six years.

Table 3 shows the number of students in each grades 6 - 8 program who have been in bilingual education for six or more years, broken out by Lau category, and the proportion of all of these long-term students who are reported as being in each of the four categories. There are 180 students in category A (speaking a language other than English exclusively) or 37% of all grade 6 - 8 students who have been in a bilingual program for at least six years. Another 29% are in category B, speaking "some English."

The proportion of the long-term students who are in category A ranges from 88% in the Cape Verdean program at the Dearborn and 60% in the Portuguese program at the Barnes to an average of 38% in the eleven Spanish programs to 16% in the Italian program at the Barnes and 15% in the Greek program at the Irving.

A few (thirty-nine) of the long-term middle school bilingual program students are in Lau category D, indicating that they

Table 2: GRADE 6-8 BILINGUAL PROGRAMS BY YEARS IN PROGRAM

GRADE 6-8	TOTAL	6+ years	% of Total	8+ years	7th year	6th year
Edison						
Spanish	73	55	0.75	39	5	11
Viet	70	2	0.03	0	0	2
Taft						
Spanish	70	28	0.40	10	5	13
Tobin						
Spanish	11	11	1.00	6	0	5
Curley						
Spanish	178	62	0.35	30	11	6
Irving						
Greek	29	13	0.45	5	2	6
Khmr/Lao	83	0	0.00	0	0	0
Lewenberg						
French	101	1	0.01	1	0	0
Cleveland						
Spanish	97	32	0.33	10	4	18
Dearborn						
CVerdean	117	16	0.14	3	2	11
McCormack						
Spanish	103	38	0.35	15	13	10
Edwards						
Chinese	148	3	0.02	1	0	2
Timilty						
Spanish	91	45	0.47	27	11	7
Barnes						
Italian	57	55	0.96	29	13	13
Portug	28	10	0.36	4	1	5
Spanish	16	1	0.06	0	0	1
Umana						
Chinese	21	2	0.10	0	0	2
Spanish	18	10	0.56	9	1	0
King						
Spanish	63	39	0.62	20	7	12
Mackey						
Spanish	92	55	0.60	24	13	18
McKay						
Italian	9	7	0.78	0	1	6
TOTAL	1485	485	0.33	233	89	148

Table 3: GRADE 6-8 BILINGUAL PROGRAMS BY LAU CATEGORY

(students enrolled six or more years)

NOTE: percents may not total 100% because no Lau category is given for some students.

GR 6-8	Lau A	% of 6+	Lau B	% of 6+	Lau C	% of 6+	Lau D	% of 6+
Edison								
Spanish	16	0.29	14	0.25	22	0.40	3	0.05
Viet	2	1.00	0	0.00	0	0.00	0	0.00
Taft								
Spanish	11	0.39	5	0.18	9	0.32	2	0.07
Tobin								
Spanish	3	0.27	3	0.27	5	0.45	0	0.00
Curley								
Spanish	22	0.35	18	0.29	11	0.18	4	0.06
Irving								
Greek	2	0.15	4	0.31	4	0.31	3	0.23
Khmr/La	0		0		0		0	
Lewenber								
French	0	0.00	0	0.00	1	1.00	0	0.00
Clevelan								
Spanish	10	0.31	14	0.44	7	0.22	1	0.03
Dearborn								
CVerdea	14	0.88	1	0.06	1	0.06	0	0.00
McCormac								
Spanish	19	0.50	12	0.32	6	0.16	0	0.00
Edwards								
Chinese	3	1.00	0	0.00	0	0.00	0	0.00
Timilty								
Spanish	18	0.40	14	0.31	9	0.20	4	0.09
Barnes								
Italian	9	0.16	13	0.24	20	0.36	13	0.24
Portug	6	0.60	3	0.30	0	0.00	1	0.10
Spanish	1	1.00	0	0.00	0	0.00	0	0.00
Umana								
Chinese	1	0.50	1	0.50	0	0.00	0	0.00
Spanish	2	0.20	3	0.30	4	0.40	1	0.10
King								
Spanish	17	0.44	12	0.31	7	0.18	2	0.05
Mackey								
Spanish	22	0.40	20	0.36	10	0.18	3	0.05
McKay								
Italian	2	0.29	3	0.43	0	0.00	2	0.29
TOTAL	180	0.37	140	0.29	116	0.24	39	0.08

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Table 4: GRADE 6-8 BILINGUAL PROGRAMS BY STEP

(students enrolled six or more years)

NOTE: percents may not total 100% because no step is given for some students.

GR 6-8	Step 2	% of 6+	Step 3	% of 6+	Step 4	% of 6+	Step 5	% of 6+
Edison								
Spanish	26	0.47	18	0.33	10	0.18	0	0.00
Viet	1	0.50	1	0.50		0.00		0.00
Taft								
Spanish	17	0.61	7	0.25	4	0.14	0	0.00
Tobin								
Spanish	5	0.45	2	0.18	5	0.45	0	0.00
Curley								
Spanish	39	0.63	15	0.24	6	0.10	3	0.05
Irving								
Greek	2	0.15	4	0.31	4	0.31	1	0.08
Khmr/La	0		0		0		0	
Lewenber								
French	0	0.00	0	0.00	0	0.00	1	1.00
Clevelan								
Spanish	13	0.41	13	0.41	5	0.16	1	0.03
Dearborn								
CVerdea	11	0.69	3	0.19	1	0.06	1	0.06
McCormac								
Spanish	9	0.24	9	0.24	10	0.26	8	0.21
Edwards								
Chinese	1	0.33	2	0.67	0	0.00	0	0.00
Timilty								
Spanish	29	0.64	13	0.29	3	0.07	0	0.00
Barnes								
Italian	14	0.25	21	0.38	20	0.36	0	0.00
Portug	6	0.60	3	0.30	1	0.10	0	0.00
Spanish	1	1.00	0	0.00	0	0.00	0	0.00
Umana								
Chinese	1	0.50	0	0.00	1	0.50	0	0.00
Spanish	2	0.20	1	0.10	4	0.40	3	0.30
King								
Spanish	17	0.44	18	0.46	4	0.10	0	0.00
Mackey								
Spanish	21	0.38	27	0.49	6	0.11	1	0.02
McKay								
Italian	4	0.57	4	0.57	0	0.00	0	0.00
TOTAL	219	0.45	161	0.33	84	0.17	19	0.04

mostly speak English with some use of the other language. One-third of these English-dominant students (thirteen) are in the small Italian program at the Barnes; no other program has more than four.

Less than 30% of the Spanish-speaking middle school students who have been in a bilingual program since kindergarten or first grade are reported to be in Lau categories C (equal ability in native language and English) or D (fluency in English).

Table 4 shows the "step" or stage in mainstreaming of the grade 6 - 8 student who have been in a bilingual program for six or more years, and the proportion of all long-term students who are at each of the four steps. There are 219 students at Step 2 (in bilingual program exclusively), or 45% of all grade 6 - 8 students who have been in a bilingual program for at least six years. This rate, it should be noted, is much lower than at the elementary level.

HIGH SCHOOL OVERVIEW

There were 1826 students enrolled in bilingual programs at the grade 9 - 12 level in December 1984. Five of the programs are profiled in Table 5; for each one, the table shows total enrollment, the number and proportion of students who have been in a bilingual program for six or more years, and the number and proportion of these long-term students who are in each of the Lau categories and in each of the steps.

At East Boston High School 84% of the students in the Italian bilingual program have been in such programs for six years or more (and 71% of them for eight years or more). Of the students who have been in the program for at least six years, four (4%) are in Lau category D, indicating they speak some Italian but mostly English. Thirty-six of them (40%) are equally fluent in English and Italian, leaving only twenty-three (26%) in Lau categories indicating that they are more fluent in Italian than in English.

Fifty-one (57%) of these long-term students are at steps 4 or 5, indicating that they are in monolingual English classes for most of the time, with some language maintenance in Italian from the bilingual program, if space permits.

At Jamaica Plain High School, by contrast, 26% of the students in the Spanish bilingual program have been in such programs for six years or more. Of these long-term students, none are in Lau category E and three (13%) are in category D, while eighteen (75%) are in categories A or B, indicating they are more fluent in Spanish than in English.

If, as has been said, the Lau category represents only the language assessment at the time a student was first assigned to the bilingual program, the progress of Spanish-speaking students may be greater than these figures indicate. On the other hand, this would make even more inexplicable the long-term retention of so many students in the Italian bilingual program who were fluent in English when first assigned to the program.

Table 5: SELECTED GRADE 9-12 BILINGUAL PROGRAMS

(students enrolled six or more years by Lau category and step)

	Brighton Spanish	J. Plain Spanish	W. Roxbury Greek	Dorchester Spanish	E. Boston Italian
Total	74	93	34	89	106
6+ years	24	24	14	25	89
% of Total	0.32	0.26	0.41	0.28	0.84
Lau A	5	7	1	14	8
% of 6+	0.21	0.29	0.07	0.56	0.09
Lau B	9	11	4	5	15
% of 6+	0.38	0.46	0.29	0.20	0.17
Lau C	6	3	8	5	36
% of 6+	0.25	0.13	0.57	0.20	0.40
Lau D	4	3	1	0	26
% of 6+	0.17	0.13	0.07	0.00	0.29
Lau E	0	0	0	1	4
% of 6+	0.00	0.00	0.00	0.04	0.04
Step 2	8	9	1	8	13
% of 6+	0.33	0.38	0.07	0.32	0.15
Step 3	11	4	5	6	25
% of 6+	0.46	0.17	0.36	0.24	0.28
Step 4	5	8	8	7	34
% of 6+	0.21	0.33	0.57	0.28	0.38
Step 5	0	3	0	4	17
% of 6+	0.00	0.13	0.00	0.16	0.19

Summary

This analysis suggests that, in the schools reviewed, hundreds of Hispanic students are educationally isolated for far longer than contemplated by the Massachusetts Transitional Bilingual Education Law; the data provided by the School Department seem to indicate that, for many of them, this isolation is related to lack of progress in acquiring English-language skills and/or lack of opportunity for transitional, part-time mainstreaming.

Other students -- notably Greek- and Italian-speaking students -- are similarly retained in their bilingual programs for prolonged periods. In the case of these latter, however, the retention appears to be in spite of many students having mastered an adequate level of skills in English, and it is legitimate to ask whether such non-educational purposes as avoidance of desegregation are factors.

In the case of many Hispanic students, it appears that bilingual programs both segregate them and fail to teach a substantial proportion of them the skills which, according to the *Lau* decision, are essential.

CONCLUSIONS AND RECOMMENDATIONS

1. It is difficult to see how decisions can be made about bilingual assignments which will satisfy the desegregation and equity considerations in the absence of accurate data. State

monitors will test the meaning of the data presently available through on-site visits, but it should be a matter of priority for Boston to have valid information available on the progress of all students in the bilingual program, and to use this information in the assignment process.

2. Further monitoring will also attempt to determine why bilingual programs in Boston are apparently -- according to the data provided by the Department of Implementation on the number of years that students remain in the program -- failing to teach English to so many Hispanic students within a reasonable time.

3. Some parents, including many linguistic minority parents, have a particular concern that their children not only learn English-language skills but also maintain and progress in their native language.* This desire can and should be accommodated within the student desegregation plan, subject to the assignment provisions which the Court has established for other programs of choice, including the Rafael Hernandez School. There is reason to hope, in fact, that more and more students for whom English is the primary language will be able to enroll in "two-way bilingual schools" as such opportunities are multiplied throughout the

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* A survey conducted in Boston, in January 1985, by the professional polling firm Martilla & Kiley found unexpectedly strong interest in this educational approach among all racial groups. Three out of four parents of students in the public schools replied that a "two-way language program" was "essential" (10%), "very important" (42%), or "somewhat important" (23%). In the same survey, 62% of the public school parents said they would definitely send their children to a distant in preference to a nearby school, if the former offered a "magnet program important to your children," and another 16% said they would consider the distant school.

system. At present such opportunities are sharply limited, but in 1986 the Hernandez will expand into the larger Holland School, and the Mackey Middle School will become a two-way bilingual school as well; several other Boston elementary schools have expressed interest in developing such a program.

There is no reason why a language maintenance program should not be offered in Italian, for example, at one of the desegregated magnet high schools, with students choosing that program through the regular application process rather than on the basis of an atypical bilingual program assignment. The state has funded such programs as part of desegregation plans in Holyoke, Springfield, Worcester and other cities in Massachusetts.

4. It is essential for those with responsibility for equity and desegregation to begin an appraisal of the assignment and placement mechanisms which have produced the present undesirable results. For too long the process of admitting students to and discharging them from bilingual programs has operated in a vacuum, with no accountability to the desegregation process and with an insufficient linkage to the overall educational opportunities available in Boston. The recently-revised Lau Plan, if implemented as written, should help to protect the equity considerations, though it is not clear from a desegregation perspective that students at steps 4 and 5 should be receiving school assignments as though they required a full transitional bilingual education program.

5. A priority for further analysis -- though not as an excuse to fail to act now in the interest of students presently in the Boston public schools -- will be a longitudinal study of the records of every student who entered the bilingual program in Boston in 1980-81, with his/her school and Lau category each year, when mainstreamed, and subsequent academic career. This information has already been requested by the monitors, subject to discussion of how academic progress will be measured. The present analyis is perforce limited to students who have not been mainstreamed, but we need to know more about those who have been.

6. An assessment is needed of the extent to which former bilingual program students require further assistance with English-language skills, as recommended by the National Commission. A major national study in 1983 found that home language was only one -- and not the major -- factor limiting the achievement of linguistic minority students, and our efforts to ensure their full participation in the benefits of public education should not be limited to transitional language instruction.

Students from homes in which English is not ordinarily spoken may also require counselling and home-liaison support in their native languages, and such support should not be contingent upon continued enrollment in a bilingual program. Every student under a comprehensive desegregation plan is entitled to all of the support necessary to achieving his or her full potential without unnecessary segregation.

7. What may be needed above all is flexibility in developing a strategy to meet the educational needs of linguistic minority students, a strategy which will certainly include transitional bilingual education but which will provide long-term language maintenance in the native language only for those whose parents choose that as one of the educational options available to them under the desegregation plan. For students who begin their schooling in the kindergarten of a Boston school the educational prescription will presumably be very different from that for a student who comes to us after a number of years of formal schooling in another language.

HUMPHREY OCCUPATIONAL RESOURCE CENTER

SPRING, 1985

DATA

Desegregation Compliance

Total Compliance

Only one program complied with court-ordered guidelines for all three racial/ethnic categories (derived from citywide enrollments, plus or minus 5%): Fashion Illustration. Two additional programs -- Data Processing and Automotive/Truck Repair -- complied with the guidelines for Black and White enrollment. It should be noted, however, that the upper and lower limits for Other Minority students (21% and 19%) are extremely narrow.

Last fall, two programs met the guidelines for all three categories, and six additional ones met the guidelines for two of the categories.

Individual Categories

Black Enrollments

This spring, twenty-seven programs were out of compliance with the court-ordered guidelines for Black enrollments (lower limit=55, ideal=59, upper limit=63*); seven of them underenrolled Blacks, twenty overenrolled Black students. In comparison, twenty-five programs were out of compliance last fall. (See Table 1A.)

Thirteen programs were severely out of compliance -- that is, more than ten points above or below the ideal of 59%. That compares with nine, last fall, and thirteen, the previous spring.

White Enrollments

Twenty nine programs were out of compliance this spring with the guidelines for White enrollments (lower limit=16, ideal=21, upper limit=26); twenty three underenrolled White students, while six overenrolled Whites. Last fall, twenty-two were out of compliance. (See Table 1B.)

Fifteen programs were severely out of compliance -- more than ten points away from the ideal. That is five more than last fall; in the previous spring sixteen programs fell outside these standards.

*These guidelines differ from those for District IX in that they exclude examination school enrollments.

Other Minority Enrollments

Thirty-two programs were out of compliance this spring with the guidelines for other minority students. These guidelines are, as already noted, extremely narrow. Only twenty-two were out of compliance last fall. (See Table 1C.)

By contrast, only five programs failed to meet the more generous standard of 10 points' deviation from the ideal. That compares with seven last fall, and eight last spring.

Female Enrollments

This spring, five programs complied with the standard of enrolling female and male students so that the proportions of both groups fall between 35% and 65%. Last fall, ten programs complied with this standard; in the previous spring, six programs did. (See Table 2.)

Earlier monitoring reports had also applied a much looser standard of 20% and 80%, in recognition of the difficulties involved in enrolling male and female students in programs non-traditional for their sex. This spring, fourteen programs fell within that standard, compared with sixteen last fall and fifteen the previous spring.

Summary

There has been an erosion of compliance from last fall to this spring in each of the three racial/ethnic categories and in the male/female standards. This presumably reflects uneven attrition patterns during the school year.

The actual and percentage enrollments for each program, for each category, are provided in tables at the end of this report. The programs are listed in ascending order of percentage enrollment of the category in question. Each table shows the number and percentage of students assigned to the program for the beginning of the school year, 1984; the number and percentage actually enrolled in November, 1984; and the number and percentage enrolled March, 1985.

When spring 1985 enrollments are compared with spring 1984 enrollments, a more constant pattern is found. Approximately the same number of programs met the monitors' more generous standards in each of the categories, with the exception of other minority students where there has been improvement.

An additional table (# 4) has been included in this report showing the total minority enrollment (Black plus other minority) in each program. Although there are no court orders regulating total minority enrollment (i.e. Black plus other minority), it should be noted that twenty seven of the thirty five programs at the Humphrey Center had minority enrollments of 80% or more in March, 1985.

Enrollment Patterns

Total Enrollments

Last February, the monitors reported a 20% decline in enrollments in skills-training programs from fall 1983 to fall 1984. Enrollments in the exploratory program showed a more alarming drop of 45%. Data supplied to the monitors this spring show that enrollments continue to decline. There has been a 34% decline in the number of students enrolled in skills training programs from the fall of 1983 to the spring of 1985, and a 60% decrease in the number of students taking the exploratory program. The decline has been steepest among White students, but the rates for all three racial/ethnic categories are comparable. (See Table 5.)

Capacity Utilization

Low enrollments result in unused capacity at the Humphrey Center. In March of this year, the enrollments in sixteen programs were at 50% or less of capacity. (See Table 6.) Another eight were below 80%. Clearly, the Boston students for whom the impressive and expensive Humphrey Center was built are not benefitting fully from it.

Causes of Low Enrollments

Low Application Rates

Boston students are not applying to the Humphrey Center in sufficiently high numbers to fill its one exploratory and thirty five skills training programs. There are numerous reasons for low application rates, and many of them are beyond the control of the Humphrey Center staff. Some of them may be remedied by the merger of the ORC with Madison Park. Nevertheless, an effective and coordinated recruiting program is essential, as the Department's previous monitoring reports have noted.

High Attrition Rates

Many of the students who do enroll in Humphrey Center programs do not remain in them. Data supplied by Humphrey Center staff for the 1983-84 school year show an overall attrition rate of 28% -- a loss of 839 students between those assigned in August and those enrolled the following June. (See Table 7 for a summary, which excludes special education students in the SNAP program.) Rates for program clusters ranged from a low of 19% in the Business cluster to a high of 34% in the Metals Fabrication cluster. The attrition rate for the exploratory program was 35%.

It is evident that retention measures are imperative for the Humphrey Center. Improved recruiting without improved retention will simply exacerbate the problem of unstable program enrollments at the ORC.

ANALYSIS

Background

Department of Education monitors visited the Humphrey Center; interviewed Center staff; reviewed additional Department data, especially information pertaining to 636 grants; and consulted Department staff familiar with occupational education programs. Some of the findings are presented in the 1984-85 Annual Report on Desegregation in Massachusetts submitted to the Board of Education in April 1985. A copy is included in the appendix to this report.

The report compared the situation in Boston with that in Springfield, where there have been recent, dramatic improvements in the access of minority students to vocational education and in the quality of that education. It identified several factors responsible for that improvement:

- o The mutually cooperative working atmosphere established between the Department and the school system.
- o The development of comprehensive plans for the improvement of minority access to vocational education, plans that identify clear lines of authority in the school system.
- o The clear and continuing commitment of the Superintendent of the Springfield schools to the improvement of vocational education.

By contrast, these factors appeared to be missing in Boston:

> [Although] the access of minorities to vocational education in Boston has improved immeasurably since it was desegregated in the mid-seventies with the implementation of the Unifited Plan for Vocational Education, [the] issues now are questions of commitment and quality....The first monitoring report [to the U.S. District Court] documented extensive non-compliance with significant portions of the Unified Plan. Since that time the compliance situation with regard to vocational education has improved. However, no clear declaration of commitment to excellent vocational education has been forthcoming from Boston Public Schools' leadership, and relations between the Department of Education and the School Department have been insufficiently cooperative. Although the Court

> did not direct the Department to evaluate the quality of vocational education in Boston, there are indirect measures available which suggest that Boston students, both white and minority, do not perceive that valuable opportunities await them in vocational education.

The report also noted that there is some evidence that the pattern of negative attitudes and poor classroom management practices identified among some teachers at the examination schools also exists at the Humphrey Center. "Boston has been disinclined to take notice even when, as recently, the Department invited it to apply Chapter 636 funds to inservice training for Humphrey Center teachers on effective teaching practices for minority and limited-English proficient students."

The report noted some promising developments, especially the plan to merge the Humphrey Center with Madison Park next year (1986-87), and the joint commitment of Boston and the Department to revise the Unified Plan.

Promising Developments

The merger may resolve many of the problems contributing to low application rates and high attrition rates, problems arising from the current skills-center arrangement. For example, responsibility for ORC students is divided between the headmasters of the students' home schools and the headmaster of the Humphrey Center. Some of the Humphrey Center attrition can be attributed to competition among high school flexible campus administrators to place high proportions of students in jobs; often placements made by home school administrators conflict with the students' Humphrey Center skills-training schedule. The new promotional policy is another example; students have been leaving the Humphrey Center in order to satisfy promotional requirements in home schools.

The merger will also, presumably, modify the current "open entry, open exit" policy mandated for the Humphrey Center, which encourages students to enter and leave skills training as they please. Technically, attendance at the Humphrey Center for as little as a half semester complies with the policy.

The merger should also enable the Humphrey Center headmaster to pursue goals that are virtually impossible to fulfill under the current half-day arrangements. These include improved curriculum continuity, increased job-site experience and better discipline.

Continuing Problems

Lack of Central Administration Support

The issue of administrative support for vocational education is equally important, but there is less evidence that it will be forthcoming. The superintendent has recently stated publicly his opposition to vocational education at the high school level. Departmental monitoring revealed poor communication between central office and Humphrey Center staff and a serious lack of support from central administation in general.

One example. The Department had, as noted, actively encouraged Boston to apply 636 funds to inservice for teaching staff at the Humphrey Center on effective teaching practices for minority and LEP students. Department monitors who visited the Humphrey Center learned that (1) the headmaster had no knowledge of these negotiations, (2) the headmaster, on his own initiative, had already begun arranging for such inservice through Roxbury Community College and (3) no 636 funds have been allocated by Boston to the Humphrey Center.

The monitors found that the Humphrey Center leadership had undertaken a number of promising innovations to recruit and retain students and to improve the school climate and the quality of skills training at the center. However, these seem to be operating in a vacuum, without central administrative support and -- often -- without the support of the school's teaching staff.

Lack of Support for Headmaster's Initiatives

The attitudes and practices of teachers are, of course, critical to the success of the Humphrey Center's programs. There are numerous indications that they are negative among some staff. Department staff who have conducted audits at the Humphrey Center, for example, are familiar with statements from staff such as "the best way to improve the school would be to change the student body," or "...to get more white students into the school." Monitors have also learned that there are a number of outstanding grievances between the teachers' union and the Humphrey Center administration.

For example, this year the headmaster wanted to be sure all students were thoroughly familiar with the Humphrey Center's school-based rules. He devised some exemplary case studies (Department monitors asked permission to present them as models for other schools) to stimulate discussion, and required each student to pass a simple true-false test. The union filed a grievance against the headmaster, contending that their contract did not oblige them to correct these tests. The exercise was eventually completed. One result was that the headmaster launched a campaign against tardiness in the school after learning from the case studies that students displayed a casual attitude toward tardiness. Tardiness was reduced by 70%.

One final example involved several Department monitors, who ate lunch in the school restaurant while waiting to speak to the headmaster. During the hour they were in the restaurant they saw no evidence of supervision of the half-dozen students working there. The students ignored their customers, failed to serve them correctly and made several serious mistakes -- all without comment or correction. Their educational experience did nothing but confirm working habits that would be anathema to any employer.

The headmaster does however have evidence that Humphrey Center teachers would like to serve their students: the teachers' responses to a survey of their goals as instructors. The Humphrey Center teachers accorded much higher importance both to vocational goals (e.g., to develop skills needed to get jobs for those not planning to attend college) and to non-vocational (e.g., to develop respect for and understanding of other races, religions, nations and cultures) than did U.S. teachers in general. (The survey results are in the appendix.)

There is in fact a distinguished tradition among Massachusetts vocational educators, which defines their mission as educating youngsters who could not succeed in regular high schools, who would have dropped out if it were not for the special attention and methods of the vocational educator.

The Humphrey Center teachers' responses to the educational survey are in this tradition. In-service training that would build on this solid foundation of commitment and enable the teachers to understand and instruct their students better would significantly strengthen the Humphrey Center and the educational system of Boston.

RECOMMENDATIONS

1. Boston should make a clear commitment to strong vocational education at the secondary level.

2. Boston should support the efforts of the Headmaster of the Humphrey Center to improve school climate and program quality.

APPENDIX

LIST OF ATTACHMENTS

TABLES -- HUMPHREY OCCUPATION RESOURCE CENTER

- Enrollments -- Black Students
- Enrollments -- White Students
- Enrollments -- Other Minority Students
- Enrollments -- Females
- Enrollments -- All Minority Students
- Comparative Enrollment Data -- (1983 - 1985)
- Capacity Utilization -- Spring 1985
- Attrition Rates by Cluster

MATERIALS SUBMITTED BY HEADMASTER

- Educational Survey Results
- Questionnaire for Exploratory Students
- August to June Differences (Attrition Data)
- Sex-Equity Grant Proposal
- Materials Related to Proposed Roxbury Community College
- School-Based Rules & Case Study
- Second-Term Failures (Analysis by Cluster)
- 1984-85 Annual Report to the Board of Education, "Vocational Education"

TABLE 1A

Humphrey Occupational Resource Center
Black Students 1984-1985

Program	Assigned	Enrolled 11/84	Enrolled 3/85
AUTOBODY REPAIR			
# of Blacks	39	35	12
% of Total	55.71	60.34	29.26
PLUMBING			
# of Blacks	33	27	19
% of Total	51.56	50.00	44.18
MACHINE DRAFTING			
# of Blacks	17	8	7
% of Total	58.62	38.09	50.00
CARPENTRY			
# of Blacks	48	41	35
% of Total	55.17	51.25	51.47
HEATING AIR CONDITION'G			
# of Blacks	16	13	12
% of Total	64.00	54.16	52.17
CHILD CARE			
# of Blacks	12	22	21
% of Total	26.66	47.82	53.84
ELECTRICAL TECH			
# of Blacks	80	65	51
% of Total	55.17	53.71	54.25
MEDICAL OFFICE			
# of Blacks	23	25	21
% of Total	52.27	52.00	55.26
WORD PROCESSING			
# of Blacks	26	26	26
% of Total	56.52	50.00	56.52
AUTOMOTIVE/TRUCK			
# of Blacks	102	81	79
% of Total	60.71	55.10	57.66
DATA PROCESSING			
# of Blacks	67	67	61
% of Total	52.75	59.29	58.09
MARINE & SMALL ENGINE			
# of Blacks	24	21	17
% of Total	44.44	56.75	58.62
FASHION ILLUSTRATION			
# of Blacks	18	17	12
% of Total	69.23	60.00	60.00

Humphrey Occupational Resource Center
Black Students 1984-1985

Program	Assigned	Enrolled 11/84	Enrolled 3/85
COSMETOLOGY			
# of Blacks	50	53	44
% of Total	55.55	59.55	61.97
BANKING			
# of Blacks	23	21	23
% of Total	52.27	53.84	62.16
ELECTRONICS TECH			
# of Blacks	70	68	54
% of Total	53.03	60.71	63.52
CABINETMAKING			
# of Blacks	24	27	20
% of Total	54.54	61.36	64.51
PHOTOGRAPHIC TECHNOLOGY			
# of Blacks	30	29	21
% of Total	58.84	67.44	63.62
COMMERICAL DESIGN			
# of Blacks	14	15	14
% of Total	56.00	57.69	66.66
HEALTH AIDE			
# of Blacks	11	6	8
% of Total	64.70	66.66	66.66
WELDING LABORATORY			
# of Blacks	28	23	25
% of Total	62.22	58.97	67.56
HOTEL/HOSPITALITY			
# of Blacks	23	19	13
% of Total	71.87	67.85	68.42
SHEET METAL LABORATORY			
# of Blacks	23	16	13
% of Total	67.64	69.56	68.42
FOOD SERVICE			
# of Blacks	84	72	55
% of Total	65.62	68.57	68.75
PRINTING			
# of Blacks	56	46	41
% of Total	58.33	68.65	69.49
NURSING ASSISTANCE			
# of Blacks	35	22	16
% of Total	63.63	62.85	69.56

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Humphrey Occupational Resource Center
Black Students 1984-1985

Program	Assigned	Enrolled 11/84	Enrolled 3/85
DENTAL OFFICE			
# of Blacks	21	14	12
% of Total	61.76	60.86	70.58
BUILDING MAINTENANCE			
# of Blacks	22	22	17
% of Total	59.45	59.45	70.83
TELEVISION PRODUCTION			
# of Blacks	50	52	39
% of Total	57.47	72.22	70.90
HEALTH LABORATORY			
# of Blacks	10	7	6
% of Total	76.92	77.77	75.00
LEGAL OFFICE PRACTICE			
# of Blacks	29	26	21
% of Total	64.44	72.22	75.00
FASHION/INTERIOR DECOR			
# of Blacks	27	22	17
% of Total	61.36	64.70	77.27
ADVANCED OFFICE			
# of Blacks	59	41	41
% of Total	71.00	75.92	78.84
RETAILING, MARKETING			
# of Blacks	19	20	21
% of Total	86.36	66.66	80.76
MACHINE LABORATORY			
# of Blacks	20	18	18
% of Total	71.42	75.00	81.81

TABLE 18

Humphrey Occupational Resource Center
White Students 1984-1985

Program	Assigned	Enrolled 11/84	Enrolled 3/85
HEALTH LABORATORY			
# of Whites	1	1	0
% of Total	7.69	11.11	0.00
DENTAL OFFICE			
# of Whites	5	1	1
% of Total	14.70	4.34	5.00
LEGAL OFFICE PRACTICE			
# of Whites	4	2	2
% of Total	8.00	5.55	7.14
ADVANCED OFFICE			
# of Whites	8	6	4
% of Total	9.63	11.11	7.69
BANKING			
# of Whites	9	5	3
% of Total	20.45	12.82	8.10
HEALTH AIDE			
# of Whites	2	2	1
% of Total	11.76	22.22	8.33
NURSING ASSISTANCE			
# of Whites	10	6	2
% of Total	18.18	17.14	8.69
FASHION/INTERIOR DECOR			
# of Whites	10	5	2
% of Total	22.72	14.70	9.09
MACHINE LABORATORY			
# of Whites	2	2	2
% of Total	7.14	8.33	9.09
PHOTOGRAPHIC TECHNOLOGY			
# of Whites	18	4	3
% of Total	30.50	9.30	9.37
ELECTRONICS TECH			
# of Whites	15	11	8
% of Total	11.36	9.82	9.41
HOTEL/HOSPITALITY			
# of Whites	1	3	2
% of Total	3.12	10.71	10.52
SHEET METAL LABORATORY			
# of Whites	5	3	2
% of Total	14.70	13.04	10.52

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Humphrey Occupational Resource Center
White Students 1984-1985

Program	Assigned	Enrolled 11/84	Enrolled 3/85
FOOD SERVICE			
# of Whites	20	12	9
% of Total	15.62	11.42	11.25
RETAILING, MARKETING			
# of Whites	2	7	3
% of Total	9.09	23.33	11.53
BUILDING MAINTENANCE			
# of Whites	7	4	3
% of Total	18.91	10.81	12.50
TELEVISION PRODUCTION			
# of Whites	21	11	7
% of Total	24.13	15.27	12.72
MEDICAL OFFICE			
# of Whites	8	8	5
% of Total	18.18	16.66	13.15
WELDING LABORATORY			
# of Whites	7	8	5
% of Total	15.55	20.51	13.51
MARINE & SMALL ENGINE			
# of Whites	17	5	4
% of Total	31.48	13.51	13.79
COMMERICAL DESIGN			
# of Whites	4	4	3
% of Total	14.28	15.38	14.28
PRINTING			
# of Whites	26	8	9
% of Total	27.08	11.94	15.25
COSMETOLOGY			
# of Whites	21	15	11
% of Total	23.33	16.85	15.49
DATA PROCESSING			
# of Whites	31	21	20
% of Total	24.40	18.58	19.04
CABINETMAKING			
# of Whites	11	10	6
% of Total	25.00	22.72	19.35
AUTOMOTIVE/TRUCK			
# of Whites	29	31	27
% of Total	17.26	21.08	19.70

Humphrey Occupational Resource Center
White Students 1984-1985

Program	Assigned	Enrolled 11/84	Enrolled 3/85
FASHION ILLUSTRATION			
# of Whites	6	5	4
% of Total	23.07	20.00	20.00
CHILD CARE			
# of Whites	14	14	9
% of Total	31.11	30.43	23.07
AUTOBODY REPAIR			
# of Whites	17	13	10
% of Total	24.28	22.41	24.39
WORD PROCESSING			
# of Whites	12	16	12
% of Total	25.00	30.76	25.00
MACHINE DRAFTING			
# of Whites	4	5	4
% of Total	13.79	25.00	28.57
ELECTRICAL TECH			
# of Whites	37	35	28
% of Total	25.51	28.92	29.78
CARPENTRY			
# of Whites	19	23	21
% of Total	21.83	28.75	30.00
HEATING AIR CONDITION'G			
# of Whites	5	7	8
% of Total	20.00	29.16	34.78
PLUMBING			
# of Whites	21	24	22
% of Total	32.81	44.44	51.16

TABLE 1C

Humphrey Occupational Resource Center
Other Minority Students 1984-1985

Program	Assigned	Enrolled 11/84	Enrolled 3/85
PLUMBING			
# of Other Minority	10	3	2
% of Total	15.52	5.55	4.65
RETAILING, MARKETING			
# of Other Minority	1	3	2
% of Total	4.54	10.00	7.69
MACHINE LABORATORY			
# of Other Minority	6	4	2
% of Total	21.42	16.66	9.09
HEATING AIR CONDITIONING			
# of Other Minority	4	4	3
% of Total	16.00	16.66	13.04
ADVANCED OFFICE			
# of Other Minority	16	7	7
% of Total	19.27	12.96	13.46
FASHION/INTERIOR DECOR			
# of Other Minority	7	7	3
% of Total	15.90	20.58	13.63
PRINTING			
# of Other Minority	14	13	9
% of Total	14.58	19.40	15.25
ELECTRICAL TECH			
# of Other Minority	28	21	15
% of Total	19.31	17.35	15.95
CABINETMAKING			
# of Other Minority	9	7	5
% of Total	20.45	15.90	16.12
TELEVISION PRODUCTION			
# of Other Minority	16	9	9
% of Total	18.39	12.50	16.36
BUILDING MAINTENANCE			
# of Other Minority	8	11	4
% of Total	21.62	29.72	16.66
WORD PROCESSING			
# of Other Minority	8	10	8
% of Total	17.39	19.23	17.39
CARPENTRY			
# of Other Minority	30	16	12
% of Total	22.90	20.00	17.64

Humphrey Occupational Resource Center
Other Minority Students 1984-1985

Program	Assigned	Enrolled 11/84	Enrolled 3/85
LEGAL OFFICE PRACTICE			
# of Other Minority	12	8	5
% of Total	26.66	22.22	17.85
WELDING LABORATORY			
# of Other Minority	10	8	7
% of Total	22.22	20.51	18.91
COMMERICAL DESIGN			
# of Other Minority	10	7	4
% of Total	35.71	26.92	19.04
FASHION ILLUSTRATION			
# of Other Minority	2	3	4
% of Total	7.69	12.00	20.00
FOOD SERVICE			
# of Other Minority	24	21	16
% of Total	18.75	20.00	20.00
HOTEL/HOSPITALITY			
# of Other Minority	8	6	4
% of Total	25.00	21.42	21.05
SHEET METAL LABORATORY			
# of Other Minority	6	4	4
% of Total	17.64	17.39	21.05
MACHINE DRAFTING			
# of Other Minority	8	8	3
% of Total	27.58	38.09	21.42
NURSING ASSISTANCE			
# of Other Minority	10	7	5
% of Total	18.18	20.00	21.73
COSMETOLOGY			
# of Other Minority	19	21	16
% of Total	21.11	23.59	22.53
AUTOMOTIVE/TRUCK			
# of Other Minority	37	35	31
% of Total	22.02	23.80	22.62
DATA PROCESSING			
# of Other Minority	29	25	24
% of Total	22.83	22.12	22.85
CHILD CARE			
# of Other Minority	19	10	9
% of Total	42.22	21.73	23.07

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Humphrey Occupational Resource Center
Other Minority Students 1984-1985

Program	Assigned	Enrolled 11/84	Enrolled 3/85
DENTAL OFFICE			
# of Other Minority	8	8	4
% of Total	23.52	34.78	23.52
HEALTH AIDE			
# of Other Minority	4	1	3
% of Total	23.52	11.11	25.00
HEALTH LABORATORY			
# of Other Minority	2	1	2
% of Total	15.38	11.11	25.00
PHOTOGRAPHIC TECHNOLOGY			
# of Other Minority	11	10	8
% of Total	10.64	23.25	25.00
ELECTRONICS TECH			
# of Other Minority	47	33	23
% of Total	35.60	29.46	27.05
MARINE & SMALL ENGINE			
# of Other Minority	13	11	8
% of Total	24.07	29.72	27.58
BANKING			
# of Other Minority	12	13	11
% of Total	27.27	33.33	29.72
MEDICAL OFFICE			
# of Other Minority	13	15	12
% of Total	29.54	31.25	31.57
AUTOBODY REPAIR			
# of Other Minority	14	10	19
% of Total	20.00	17.24	46.34

TABLE 2

Humphrey Occupational Resource Center
Female Students 1984-1985

Program	Assigned	Enrolled 11/84	Enrolled 3/85
AUTOMOTIVE/TRUCK			
# of Females	3	1	0
% of Total	1.78	0.68	0.00
BUILDING MAINTENANCE			
# of Females	0	0	0
% of Total	0.00	0.00	0.00
HEATING AIR CONDITION'G			
# of Females	0	0	0
% of Total	0.00	0.00	0.00
MARINE & SMALL ENGINE			
# of Females	2	1	0
% of Total	3.70	2.70	0.00
PLUMBING			
# of Females	2	2	1
% of Total	3.12	3.70	2.32
AUTOBODY REPAIR			
# of Females	1	1	1
% of Total	1.42	1.72	2.43
WELDING LABORATORY			
# of Females	2	1	1
% of Total	4.44	2.56	2.70
ELECTRICAL TECH			
# of Females	6	5	3
% of Total	4.13	4.13	3.19
ELECTRONICS TECH			
# of Females	15	9	5
% of Total	11.36	8.03	5.80
CARPENTRY			
# of Females	13	10	7
% of Total	14.94	12.50	10.29
MACHINE DRAFTING			
# of Females	5	3	2
% of Total	17.24	14.28	14.28
SHEET METAL LABORATORY			
# of Females	5	4	3
% of Total	14.70	17.39	15.78
CABINETMAKING			
# of Females	6	8	5
% of Total	13.63	18.18	16.12

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Humphrey Occupational Resource Center
Female Students 1984-1985

Program	Assigned	Enrolled 11/84	Enrolled 3/85
MACHINE LABORATORY			
# of Females	6	3	4
% of Total	21.42	12.50	18.18
PRINTING			
# of Females	39	24	19
% of Total	40.62	35.82	32.20
COMMERICAL DESIGN			
# of Females	12	12	8
% of Total	42.85	46.15	38.09
TELEVISION PRODUCTION			
# of Females	46	29	22
% of Total	52.87	40.27	40.00
FOOD SERVICE			
# of Fmales	58	42	33
% of Total	45.31	40.00	41.25
DATA PROCESSING			
# of Females	56	56	51
% of Total	44.09	49.55	48.57
HEALTH LABORATORY			
# of Females	8	5	4
% of Total	61.53	55.55	50.00
BANKING			
# of Females	22	23	19
% of Total	50.00	58.97	51.35
PHOTOGRAPHIC TECHNOLOGY			
# of Females	35	23	17
% of Total	59.32	53.48	53.12
RETAILING, MARKETING			
# of Females	13	17	14
% of Total	59.09	56.66	53.84
FASHION ILLUSTRATION			
# of Females	10	14	11
% of Total	38.46	56.00	55.00
HOTEL/HOSPITALITY			
# of Females	21	20	12
% of Total	65.62	71.42	63.15
ADVANCED OFFICE			
# of Females	61	41	39
% of Total	73.49	75.92	75.00

Humphrey Occupational Resource Center
Female Students 1984-1985

Program	Assigned	Enrolled 11/84	Enrolled 3/85
HEALTH AIDE			
# of Females	14	6	9
% of Total	82.35	66.66	75.00
FASHION/INTERIOR DECOR			
# of Females	37	28	17
% of Total	84.09	82.35	77.27
CHILD CARE			
# of Females	39	40	32
% of Total	86.66	86.95	82.05
LEGAL OFFICE PRACTICE			
# of Females	39	30	23
% of Total	86.66	83.33	82.14
DENTAL OFFICE			
# of Females	29	20	15
% of Total	85.29	86.95	88.23
WORD PROCESSING			
# of Females	38	40	41
% of Total	82.60	76.92	89.13
NURSING ASSISTANCE			
# of Females	52	31	22
% of Total	94.54	88.57	95.65
MEDICAL OFFICE			
# of Females	38	46	37
% of Total	86.36	95.83	97.36
COSMETOLOGY			
# of Females	88	87	70
% of Total	97.77	97.75	98.59

TABLE 4

Humphrey Occupational Resource Center
All Minority Students 1984-1985

Program	Assigned	Enrolled 11/84	Enrolled 3/85
PLUMBING			
# of All Minority	43	30	21
% of Total	67.18	55.55	48.83
HEATING AIR CONDITION'G			
# of All Minority	20	17	15
% of Total	80.00	70.83	65.21
CARPENTRY			
# of All Minority	68	57	47
% of Total	78.16	71.25	69.11
ELECTRICAL TECH			
# of All Minority	108	86	66
% of Total	74.48	71.07	70.21
MACHINE DRAFTING			
# of All Minority	25	16	10
% of Total	86.20	76.19	71.42
WORD PROCESSING			
# of All Minority	34	36	34
% of Total	73.91	69.23	73.91
AUTOBODY REPAIR			
# of All Minority	53	45	31
% of Total	75.71	77.58	75.60
CHILD CARE			
# of All Minority	31	32	30
% of Total	68.88	69.56	76.92
FASHION ILLUSTRATION			
# of All Minority	20	20	16
% of Total	76.92	80.00	80.00
AUTOMOTIVE/TRUCK			
# of All Minority	139	116	110
% of Total	82.73	78.91	80.29
CABINETMAKING			
# of All Minority	33	34	25
% of Total	75.00	77.27	80.64
DATA PROCESSING			
# of All Minority	96	92	85
% of Total	75.59	81.41	80.95
COSMETOLOGY			
# of All Minority	69	74	60
% of Total	76.66	83.14	84.50

4

Humphrey Occupational Resource Center
All Minority Students 1984-1985

Program	Assigned	Enrolled 11/84	Enrolled 3/85
PRINTING			
# of All Minority	70	59	50
% of Total	72.91	88.05	84.74
COMMERICAL DESIGN			
# of All Minority	24	22	18
% of Total	85.71	84.61	85.71
MARINE & SMALL ENGINE			
# of All Minority	37	32	25
% of Total	68.51	86.48	86.20
WELDING LABORATORY			
# of All Minority	38	31	32
% of Total	84.44	79.48	86.48
MEDICAL OFFICE			
# of All Minority	36	40	33
% of Total	81.81	83.33	86.84
TELEVISION PRODUCTION			
# of All Minority	66	61	48
% of Total	75.86	84.72	87.27
BUILDING MAINTENANCE			
# of All Minority	30	33	21
% of Total	81.08	89.18	87.50
RETAILING, MARKETING			
# of All Minority	20	23	23
% of Total	90.90	76.66	88.46
FOOD SERVICE			
# of All Minority	108	93	71
% of Total	84.37	88.57	88.75
HOTEL/HOSPITALITY			
# of All Minority	31	25	17
% of Total	96.87	89.28	89.47
SHEET METAL LABORATORY			
# of All Minority	29	20	17
% of Total	85.29	86.95	89.47
ELECTRONICS TECH			
# of All Minority	117	101	77
% of Total	88.63	90.17	90.58
PHOTOGRAPHIC TECHNOLOGY			
# of All Minority	41	39	29
% of Total	69.49	90.69	90.62

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Humphrey Occupational Resource Center
All Minority Students 1984-1985

Program	Assigned	Enrolled 11/84	Enrolled 3/85
FASHION/INTERIOR DECOR			
# of All Minority	34	29	20
% of Total	77.27	85.29	90.90
MACHINE LABORATORY			
# of All Minority	26	22	20
% of Total	92.85	91.66	90.90
NURSING ASSISTANCE			
# of All Minority	45	29	21
% of Total	81.81	82.85	91.30
HEALTH AIDE			
# of All Minority	15	7	11
% of Total	88.23	77.77	91.66
BANKING			
# of All Minority	35	34	34
% of Total	79.54	87.17	91.89
ADVANCED OFFICE			
# of All Minority	75	48	48
% of Total	90.36	88.88	92.30
LEGAL OFFICE PRACTICE			
# of All Minority	41	34	26
% of Total	91.11	94.44	92.85
DENTAL OFFICE			
# of All Minority	29	22	16
% of Total	85.29	95.65	94.11
HEALTH LABORATORY			
# of All Minority	12	8	8
% of Total	92.30	88.88	100.00

TABLE 5

HUMPHREY RESOURCE CENTER

COMPARATIVE ENROLLMENT DATA*

	FALL 83	FALL 84	SPRING 85	PERCENT CHANGE
SKILLS TRAINING				
BLACK	1,362	1,096	939	-31%
WHITE	448	342	269	-40%
OTHER MINORITY	491	392	304	-38%
TOTAL	2,301	1,830	1,512	-34%
EXPLORATORY				
BLACK	379	232	159	-58%
WHITE	107	42	36	-66%
OTHER MINORITY	175	89	69	-61%
TOTAL	661	363	264	-60%

SOURCE: "ORC RACE BY GRADE BY SEX BY CLUSTER TALLY"
FOR: 9/26/83, 11/2/84, 3/20/85

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TABLE 6

HUMPHREY OCCUPATIONAL RESOURCE CENTER
Capacity Utilization - Spring, 1985

Program	Assignments % of Capacity	Enrolled 11/84 % of Capacity	Enrolled 3/85 % of Capacity
HEALTH LABORATORY	29.54	20.45	18.18
HEALTH AIDE	38.63	20.45	27.27
NURSING ASSISTANCE	65.47	41.66	27.38
RETAILING, MARKETING	26.50	36.14	31.32
MARINE & SMALL ENGINE	60.00	41.11	32.22
CABINETMAKING	48.88	48.88	34.44
DENTAL OFFICE	80.95	54.76	40.47
HOTEL/HOSPITALITY	72.72	63.63	43.18
SHEET METAL LABORATORY	80.95	54.76	45.23
FOOD SERVICE	73.14	60.00	45.71
PRINTING	76.19	53.17	46.82
CHILD CARE	54.87	56.09	47.56
PHOTOGRAPHIC TECHNOLOGY	89.39	65.15	48.48
AUTOBODY REPAIR	83.33	69.04	48.80
BUILDING MAINTENANCE	77.08	77.08	50.00
FASHION/INTERIOR DECOR	100.00	77.27	50.00
PLUMBING	75.29	63.52	50.58
ELECTRONICS TECH	80.48	68.29	51.82
MACHINE LABORATORY	66.66	57.14	52.38
ELECTRICAL TECH	88.41	73.78	57.31
ADVANCED OFFICE	101.21	65.85	63.41
MACHINE DRAFTING	131.81	95.45	63.63
LEGAL OFFICE PRACTICE	107.14	85.71	66.66
CARPENTRY	96.66	88.88	75.55
AUTOMOTIVE/TRUCK	98.82	86.47	80.58

HUMPHREY OCCUPATIONAL RESOURCE CENTER
Capacity Utilization - Spring, 1985

Program	Assignments % of Capacity	Enrolled 11/84 % of Capacity	Enrolled 3/85 % of Capacity
COSMETOLOGY	102.27	101.13	80.68
MEDICAL OFFICE	100.00	109.09	86.36
BANKING	104.76	92.85	88.09
WELDING LABORATORY	107.14	92.85	88.09
TELEVISION PRODUCTION	140.32	116.12	88.70
FASHION ILLUSTRATION	118.18	113.63	90.90
COMMERICAL DESIGN	127.27	118.18	95.45
WORD PROCESSING	109.52	123.80	109.52
DATA PROCESSING	144.31	128.40	119.31
HEATING AIR CONDITION'G	1250.00	1200.00	1150.00

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TABLE 7

HUMPHREY RESOURCE CENTER

ATTRITION RATES BY CLUSTER

1983 - 1984 (AUGUST TO JUNE)

PROGRAM	AM	PM	TOTAL (AM + PM)
BUSINESS			
# LOST	29	35	64
% LOSS	17%	21%	19%
COMMERCIAL MALL			
# LOST	38	60	98
% LOSS	18%	24%	21%
CONSTRUCTION			
#LOST	50	77	127
%LOSS	23%	35%	29%
GRAPHICS/MEDIA			
# LOST	33	34	67
% LOSS	26%	24%	25%
HEALTH			
# LOST	11	32	43
% LOSS	12%	33%	23%
METAL FAB			
# LOST	50	83	133
% LOSS	30%	37%	34%
POWER MECHANICS			
# LOST	36	37	73
% LOSS	28%	28%	28%
EXPLORATORY			
# LOST	91	143	234
% LOSS	32%	38%	35%
TOTAL			
# LOST	338	501	839
% LOSS	24%	31%	28%

EDUCATIONAL SURVEY RESULTS

These are the results of the educational survey given to a sampling of HORC and Madison Park Instructors. Thirty HORC and forty-three Madison Instructors responded to the questions. The sampling of Instructors represented a cut across disciplines. The results are presented along with national ratings of U.S teachers and the U.S. general public. The percentages represent the number who gave the goal the highest rating which was a number 10 in this survey.

GOAL	HORC	MADISON	ALL TEACHERS	GENERAL PUBLIC
To help develop good work habits, the ability to organize one's thoughts, the ability to concentrate	83%	79%	56%	48%
To develop the ability to think - creatively, objectively, analytically	83%	72%	56%	51%
To develop the ability to speak and write correctly	70%	74%	55%	68%
To develop the ability to use mathematics for every day problems	73%	53%	53%	54%
To encourage the desire to continue learning throughout life	53%	56%	51%	41%
To encourage respect for law and order, for obeying the rules of society	67%	49%	46%	52%
To develop the ability to live in a complex and changing world	57%	37%	41%	51%
To prepare those who plan to attend college for college	67%	58%	36%	45%
To develop skills needed to get jobs for those not planning to attend college	80%	53%	34%	54%

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GOAL	HCRC	MADISON	ALL TEACHERS	GENERAL PUBLIC
To develop standards of what is 'right and wrong'	59%	39%	33%	64%
To develop the desire to excel	41%	34%	32%	51%
To develop an understanding of democracy and to promote participation in the political process	24%	24%	31%	33%
To develop the ability to get along with different kinds of people	62%	34%	31%	42%
To develop respect for and understanding of other races, religions, nations and cultures	79%	34%	30%	39%
To develop the ability to deal with adult responsibilites and problems, i.e., sex, marriage parenting, personal finances, alcohol and drug abuse	52%	36%	38%	46%
To help students make realistic plans for for what they will do after high school graduation	76%	44%	37%	52%
To develop an understanding about different kinds of jobs and careers including their requirements and rewards	59%	41%	20%	56%
To gain knowledge and understanding of science and scientific facts	27%	32%	17%	45%
To gain knowledge and understanding of of history, geography, etc.	21%	39%	15%	42%

GOAL	NORC	MADISON	ALL TEACHERS	GENERAL PUBLIC
To develop an appreciation for and participation in the arts, music, literature, theater, etc.	24%	29%	14%	35%
To help students overcome personal problems	50%	19%	13%	45%
To develop the ability to understand and use computers	40%	14%	12%	43%
To promote physical development through sports programs	30%	19%	8%	20%
To help students get good/high-paying jobs	50%	28%	6%	46%
To develop an appreciation of the "good" things in life	37%	28%	6%	32%

HUMPHREY CENTER QUESTIONNAIRE FOR EXPLORATORY STUDENTS

NAME (optional)______________________________ **MAY, 1985**

DIRECTIONS:

In order to help us improve the quality of the exploratory program, please respond to the statments below. Circle the one best answer for each item.

1. What is your age?

(a) 13 (b) 14 (c) 15 (d) 16 (e) 17
(f) more than 17

2. What is your sex?

(a) male (b) female

3. What is your race?

(a) Black (b) White (c) Spanish White
(d) Spanish Black (e) Oriental (f) American Indian
(g) Other Minority

4. What is your home school?

(a) Charlestown (b) Dorchester (c) East Boston
(d) English (e) Hyde Park (f) Jamaica Plain
(g) Burke (h) South Boston (i) Madison Park
(j) Umana (k) West Roxbury (l) Horace Mann
(m) Boston High (n) McKinley

5. How many classes/periods have you been taking at your home school second semester?

(a) less than 3 (b) 3 (c) 4 (d) more than 4

6. Did you like coming to the Humphrey Center?

(a) very much (b) somewhat (c) a little
(d) not at all

7. Did you feel that you had enough time at The Humphrey Center to do your class work?

(a) yes **(b)** no, too little time **(c)** no, too much time

8. I learned valuable skills and information during my exploratory experience

(a) almost always **(b)** often **(c)** sometimes

(d) infrequently **(e)** almost never

9. Were you in any classes where you felt uncomfortable because you are female or male?

(a) almost always **(b)** often **(c)** sometimes

(d) infrequently **(e)** almost never

10. How many days were you absent during the 90 days you spent at The Humphrey Center?

(a) less than 5 **(b)** 5-10 **(c)** 11-15 **(d)** 16-25

(e) more than 25

11. Using the scale please circle the response that indicates how much you liked the following programs:

(Only mark the progams that you have actually had a chance to explore)

Business	**(a)** very much	**(b)** somewhat	**(c)** a little	**(d)** not at all
Carpentry	**(a)** very much	**(b)** somewhat	**(c)** a little	**(d)** not at all
Commercial Mail	**(a)** very much	**(b)** somewhat	**(c)** a little	**(d)** not at all
Data Processing	**(a)** very much	**(b)** somewhat	**(c)** a little	**(d)** not at all
Electricity	**(a)** very much	**(b)** somewhat	**(c)** a little	**(d)** not at all
Hospital Careers	**(a)** very much	**(b)** somewhat	**(c)** a little	**(d)** not at all
Medical Laboratory	**(a)** very much	**(b)** somewhat	**(c)** a little	**(d)** not at all
Machine Laboratory	**(a)** very much	**(b)** somewhat	**(c)** a little	**(d)** not at all
Graphics	**(a)** very much	**(b)** somewhat	**(c)** a little	**(d)** not at all
Sheet Metal	**(a)** very much	**(b)** somewhat	**(c)** a little	**(d)** not at all

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12. Using the following scale, please circle the response that indicates how much you liked the following features of your Humphrey Center programs:

Learning Guides	(a) very much	(b) somewhat	(c) a little	(d) not at all
Equipment	(a) very much	(b) somewhat	(c) a little	(d) not at all
Work Environment	(a) very much	(b) somewhat	(c) a little	(d) not at all
Products Made	(a) very much	(b) somewhat	(c) a little	(d) not at all
Class Instruction	(a) very much	(b) somewhat	(c) a little	(d) not at all
Visual Aids (films, filmstrips)	(a) very much	(b) somewhat	(c) a little	(d) not at all
Other Students	(a) very much	(b) somewhat	(c) a little	(d) not at all

---

13. Has the exploratory program increased your awareness about job opportunities	(a) very much	(b) somewhat	(c) a little	(d) not at all

---

14. Has the exploratory program helped you decide on a career choice?	(a) very much	(b) somewhat	(c) a little	(d) not at all

---

15. Using the scale, please circle the response that indicates how important you think the following skills are for you to be successful in your career interest:

Math	(a) very important	(b) somewhat	(c) little	(d) not at all
English	(a) very important	(b) somewhat	(c) little	(d) not at all
Science	(a) very important	(b) somewhat	(c) little	(d) not at all
Social Studies	(a) very important	(b) somewhat	(c) little	(d) not at all
Reading	(a) very important	(b) somewhat	(c) little	(d) not at all
Communications	(a) very important	(b) somewhat	(c) little	(d) not at all
Human Relations	(a) very important	(b) somewhat	(c) little	(d) not at all

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16. Please indicate your overall impression of of your exploratory experience.

(a) excellent (b) very good (c) good (d) fair

(e) poor

---

17. In your Sophmore, Junior, or Senior year do you intend to return to The Humphrey Center to further your education?

(a) yes (b) no

ONLY ANSWER THE NEXT 2 QUESTIONS IF YOU ARE A BILINGUAL STUDENT. IF YOU ARE NOT A BILINGUAL STUDENT SKIP TO THE COMMENT SECTION

18. What is your primary language?

(a) Spanish (b) French (c) Chinese (d) Vietnamese

(e) Portugese (f) Italian (g) Russian (h) Cape Verdean

---

19. Were you in a Humphrey Center Program that you could not understand because of langauge problems

(a) almost always (b) often (c) sometimes

(d) infrequently (e) almost never

COMMENTS:

____

____

____

____

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DATE:06/01/84

AUGUST TO JUNE DIFFERENCES

1st Semester

2nd Semester

PROGRAMS	8/26/83 ASSIGNED		10/24/83 ASSIGNED		11/07/83 ASSIGNED		12/09/83 ASSIGNED		1/30/84 ASSIGNED		3/19/84/ ASSIGNED		5/07/84 ASSIGNED		AM	AM	PM	PM	AUGUST TO MAY	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	MINIMUM	MAXIMUM	MINIMUM	MAXIMUM	AM DIFFER	PM DIFFER
$--SW.BLD.MAINT.	0	0	3	3	0	3	6	3	6	7	8	6	8	5	0	8	0	7	8	5
A--FOOD SERVICE	44	82	52	70	48	74	47	60	45	63	46	62	44	61	44	52	61	82	0	-21
B--RETAILING	15	27	14	31	14	31	13	31	12	20	9	26	9	26	9	15	26	31	-6	-1
C--CABINETMAKING	46	47	37	35	37	33	38	30	34	26	30	27	28	27	28	46	26	47	-10	-20
D--CARPENTRY	56	57	50	40	45	38	42	35	43	35	37	34	34	31	36	56	31	57	-20	-26
E--PLUMBING	34	30	30	35	29	33	28	28	30	28	29	25	28	23	20	34	23	38	-6	-15
F--BUILDING MAINTENANCE	18	23	18	20	16	20	15	20	15	10	14	19	13	19	13	10	18	23	-5	-4
G--AUTOBODY REPAIR	34	61	29	46	27	45	25	44	28	44	26	42	25	37	25	34	37	61	-7	-24
H--MACHINE LAB	15	11	12	13	12	13	9	12	10	12	9	12	9	12	9	15	11	13	-6	1
I--SHEET METAL LAB	19	20	12	16	11	15	12	16	14	17	15	14	14	12	11	17	12	20	-5	-8
J--WELDING LAB	26	24	19	21	10	21	18	20	17	19	15	20	16	10	15	26	18	24	-10	-6
K--ADV. OFFICE PROCED.	40	25	41	26	38	24	38	26	34	33	35	32	36	32	34	41	24	33	-4	7
L--LEGAL OFFICE ASSISTAN	25	20	20	23	10	22	10	20	18	19	17	19	15	17	15	25	19	23	-10	-1
M--DENTAL ASSISTANT	11	6	8	8	9	6	8	6	12	7	11	8	11	3	8	12	6	8	0	2
N--WORD PROCESSING	27	30	25	34	24	31	22	33	23	28	23	27	23	25	22	27	25	38	-4	-13
O--BANKING	15	10	13	18	12	20	13	18	15	19	15	19	15	10	12	15	10	20	0	0
P--CHILDCARE	41	33	34	31	33	31	31	31	30	27	27	23	26	23	26	41	23	33	-15	-10
Q--COSMETOLOGY	60	61	61	45	58	44	55	43	53	46	50	45	50	42	50	61	42	61	-10	-17
R--FASHION/INTERIOR DSGN	20	17	25	16	20	15	17	11	18	11	16	9	15	3	15	25	8	17	-5	-11
S--HOTEL/HOSPITALITY	16	8	14	15	12	15	12	13	14	12	14	10	14	10	12	16	8	15	-2	2
T--DATA PROCESSING	80	85	70	65	68	62	67	58	74	68	72	59	69	57	67	80	57	85	-11	-20
U--HEALTH AIDE	11	4	11	5	11	5	11	5	10	6	8	6	8	6	8	11	4	6	-3	2
V--HEALTH LABORATORY SKIL	11	12	13	9	13	7	12	7	11	6	11	6	11	6	11	13	6	12	0	-6
W--MEDICAL OFFICE ASST.C	31	35	34	27	33	29	33	28	32	25	32	25	32	26	31	34	25	35	1	-9
X--NURSING ASSISTANT	25	41	23	27	21	27	19	24	17	21	17	20	16	20	16	25	20	41	-9	-21
Y--ELECTRICITY	56	53	51	54	51	54	49	50	54	46	49	40	49	40	49	56	40	54	-7	-13
Z--ELECTRONICS	75	103	67	74	66	71	63	67	56	60	56	56	55	57	55	75	56	103	-20	-46
1--HEATING,A.C.,REFRIDGE	4	3	7	5	8	5	8	5	8	3	7	5	10	4	4	10	3	5	6	1
2--COMMECIAL DESIGN	5	13	6	18	6	16	6	11	5	8	6	7	6	7	5	6	7	18	1	-6
3--ILLUSTRATION/ADVERTIS	12	5	11	7	10	7	10	5	9	6	10	6	10	5	9	12	5	7	-2	0
4--DRAFTING	20	15	15	11	13	11	12	12	8	14	7	13	7	13	7	20	11	15	-13	-2
5--PHOTOGRAPHY	26	29	23	25	23	25	22	26	22	21	22	20	21	21	21	26	20	29	-5	-8
6--PRINTING	43	50	36	49	36	40	35	49	34	45	33	44	30	43	30	45	43	50	-13	-7
7--TELEVISION PRODUCTION	22	20	23	27	22	25	22	24	21	20	21	19	21	17	21	23	17	28	-1	-11
8--AUTO/TRUCK REPAIR	100	103	101	99	100	97	96	95	87	91	77	82	68	76	68	101	76	103	-32	-27
9--MARINE/SMALL ENGINE	29	29	28	24	25	24	27	22	28	10	27	17	25	19	25	29	17	29	-4	-10
YA/YP--S.W.A.P.	35	31	34	32	32	31	30	27	33	35	31	31	30	30	30	35	27	35	-5	-1
FA/FT--EXPLORATORY	205	301	263	340	260	334	256	323	207	295	199	240	194	230	194	205	228	381	-91	-143
TOTALS	1432	1638	1342	1454	1287	1412	1247	1140	1107	1289	1133	1175	1097	1141	1092	1432	1141	1638	-335	-497
BUSINESS	172	160	156	148	148	139	145	137	149	148	147	137	143	133	143	172	133	168	-27	-35
COMMERCIAL MALL	211	240	215	234	197	230	170	215	187	208	177	194	173	108	173	215	108	240	-38	-40
CONSTRUCTION	214	221	193	187	186	183	180	168	184	156	168	150	164	144	164	214	144	221	-50	-77
GRAPHICS/MEDIA	120	140	114	137	110	132	107	127	97	114	99	109	95	106	95	123	106	140	-33	-34
HEALTH	87	98	89	78	87	74	85	79	82	65	79	65	78	66	78	87	65	96	-11	-32
METALS FABRICATION	167	219	141	170	134	165	127	161	125	122	121	144	119	136	119	167	136	219	-50	-85
POWER MECHANICS	129	152	129	123	125	121	123	117	115	109	104	97	93	75	95	129	95	132	-36	-37
SWAP	35	31	34	32	32	31	30	27	33	35	31	31	30	30	30	35	27	35	-5	-1
EXPLORATORY	205	301	263	340	260	334	256	323	207	295	199	240	194	230	194	205	228	381	-91	-143

DIVISION OF OCCUPATIONAL EDUCATION, MASS. DEPARTMENT OF EDUCATION, APPLICATION FORM (3PR2-4)
(Instructions in Part IV, Application Instructions for Public Law 94-482)

(REVISED 2/84)

A. APPLICATION SUMMARY

Local Education Agency (LEA) BOSTON PUBLIC SCHOOLS LEA Code 035

Chief Administrative Officer Robert Spillane
(Type Name) (Signature)

Address 26 Court Street, Boston, MA. 02108 Telephone (617) 726-6200

Application Contact Person Jean Michaels, Occupational Grants Spec. Telephone [illegible] x 515

Education Region I Labor Market Area II

Is This Institution Accredited: Yes X No ___ Date of Accreditation ___

Accredited By Whom Duration

TABLE A-1

List the Titles of all Projects contained in this Application:

PROJECT NUMBER	PROJECT TITLE	TYPE OF FUNDING: NEW PROJECT	TYPE OF FUNDING: EXPANDING ENROLLMENTS	TYPE OF FUNDING: CONTINUING FEDERAL PROJECT AND PREVIOUS $ AWARDED
1	SEX EQUITY SUPPORT MODEL	X		$ 15,035
2				$
3				$
4				$
5				$

TABLE A-2

If any proposed programs are within the following categories, fill in the U.S.O.E. Code/Title

PROGRAM CATEGORY	U.S.O.E. CODE	U.S.O.E. TITLE	PROJECT NUMBER(S) FROM TABLE 1
121		N.A	
122			
123			
126			
127			
128			

TABLE A-3

For the use of consumer and homemaking funds (SP 5)

CATEGORY 131

U.S.O.E. CODE	TITLE	PROJECT NUMBER(S) FROM TABLE 1
09.0101	Comprehensive Consumer and Homemaking	
09.0102	Child Development, Care and Guidance	
09.0103	Clothing and Textiles	
09.0104	Consumer Education	
09.0105	Family/Individual Health	
09.0106	Family Living and Parenthood Education	
09.0107	Foods and Nutrition	
09.0108	Home Management	
09.0109	Housing and Home Furnishings	
09.0110	Exploratory C/H Education Studies	

For member [illegible] only: Signature of Superintendent-Director of Regional Vocational Technical School District, certifying review of application with comments attached.

James Caradonio James H Caradonio
(Type Name) (Signature) (Date)

FOR STATE USE ONLY

Application Number ___ Date of Receipt ___

Disposition (check): ☐ Approved ☐ Disapproved Date of Disposition ___

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The Commonwealth of Massachusetts
Roxbury Community College
625 Huntington Avenue
Boston, Massachusetts 02115

October 1, 1984

Dear RCC Faculty and Staff:

October 1 is the official starting date of our new FIPSE project, "Teaching from Strengths." This letter is to invite you to participate in it as a trainee and/or a member of the project's college steering committee.

As you may know,the first training cycle will be in January, probably on the 17th, 18th, and 19th. The training will be on becoming ethnographers of communication - our own, our students', and that of our subject areas - and on enabling our students to excel by having them become ethnographers as well. The three trainers in January, Dr. Shirley Brice Heath, Dr. Boyd Davis, and Dr. Dixie Goswami, all long-time colleagues in educational and anthropological research, have devised various approaches to using ethnographic techniques to promote total success in various learning and communicative settings. They have also trained business and technology personnel and other people in these techniques and enabled them to provide better training and communications in their enterprises.

We will also learn the logic systems behind various dialects of English (including Standard English), and behind most of the languages our ESL students speak. This and other information on culturally learned verbal behaviors and norms will help you to better understand and instruct your students. And the techniques your students learn from you will help them develop strong communicative and critical thinking skills. These will enable them to attain high levels of academic achievement.

The project has a lot to offer you, whether you are a teacher or a staff member. For teachers, the project will also provide reduced teaching loads and/or the help of graduate teaching assistants for those who wish to experiment with new techniques learned in training, but who need help in order to do so. The consultants who train us in January will be returning several times throughout the semester to regroup the trainees for questions, problem solutions, and further training. That way we will be building in support systems for your efforts, and a lot of potential sources for you to draw from (or with whom you might wish to collaborate and publish), as you implement new techniques into your courses and communication.

Attached here is some background material for you to review. Please read it soon and decide if you would like to be a trainee. If so, fill out the attached application for training, and return it to me by Nov. 1. After that, we will be filling up empty slots with outside applicants. I hope that you will sign up. Be assured that you will profit from it.

Adele MacGowan
Project Director

BACKGROUND MATERIAL FOR THE FIPSE PROJECT'S FIRST TRAINING CYCLE, JAN., '85

For years, educators, linguists, cultural anthropologists, rhetoricians, sociologists, psychologists and others have sought answers to the dilemma of underachievement among so many minority groups in our schools. Myriad explanations have been followed by many new approaches to teaching that promote higher levels of academic success. Most of these approaches have concentrated on reorganizing academic content to make it more learnable, or on training the student to have stronger academic skills in order to better deal with college learning. At best, these approaches have been moderately successful.

But now there is compelling evidence from the work of cultural anthropologists and linguists that underachievement is a result not of cultural deprivation, or student deficits, nor of improper organization and presentation of material to be learned. It stems more from the differences in the ways people communicate, with the language of academia differing substantially from the ways in which many minority groups are socialized into using language. These differences are so pervasive and so much a part of the person, that for many groups, underachievement in academia starts from the first grade and continues throughout schooling. Thus the student sees him- or herself as not very intelligent, despite efforts to learn.

Happily, there now exist not only explanations of the different ways in which different groups communicate, think, and learn, but of ways to enable people to become aware of their ways with language, then learn the second way (and third, fourth, etc. if necessary). Thus one can build from one's strengths - the native culture, dialect, language, logic - and then add those of academia, thus becoming doubly aware, and doubly strong. Or if one (such as you) is from the mainstream culture, and thus your language, thinking, etc. are one and the same as those of academia, you can also add a second, third, or fourth way of using language and thinking, and thus broaden your own knowledge and your ability to see the world through your students' eyes, and then better instruct them.

These techniques are from the field of ethnography, and they have been used with total success by educators like our main consultant and trainer, Dr. Shirley Brice Heath of Stanford University. They have been used to train many kinds of people: teachers, administrators, corporate executives, special education students, dialectally different students, bilingual students, all kinds of underachieving students, and human service workers, so that communication and everything done via communication, especially learning, can be improved. One example of success will give some indication of the power of these techniques. Dr. Heath challenged a tenth-grade special education class (all reading on or below the second grade level) to become ethnographers of communication in their communities and classrooms. They did this in addition to their regular curriculum. By the end of one academic year, all of them were reading at or above the tenth grade level; six had been assigned to honors English classes.

That example is one among many, where teachers have used and had students use ethnographic techniques instead of or in addition to other ones, and have had exceptional improvement in their students' learning as a result. Some attribute it to the critical thinking skills which develop; some to the understanding of the differences between the mainstream culture and language and those of other groups; and others to the heightened active roles students take in their learning. The results may be due to a combination of these as well, but the important thing is that students have had success where before the rule was underachievement or failure.

There will be many questions running through your mind as you consider these ideas and the proposed training. How can I implement new activities and techniques when I can hardly get across what I have to teach now? Shouldn't these techniques be used in developmental courses so that I don't have to worry about them? And if you were to become bi- or multi-cultural yourself, as some of you already are, you would see that you have even more questions. But these are all steps in the right direction. A large part of ethnography involves questioning: questioning our assumptions about learning, language use, values; questioning how other cultures learn, think, use language, develop literacy; questioning why some groups do well in school while others underachieve; questioning how a subject-area is organized, thematically and linguistically; questioning how students best learn; questioning why some teaching and learning activities are more successful than others; etc. Questioning leads to answering; answering to success.

The training will help you to question further, and to learn more, so that your questions will lead to new insights and hopefully to the use of more powerful teaching/learning strategies, so that your students' successes will multiply.

If enough of us learn to use strategies that promote higher levels of success, there will be side effects like substantially less difficulty with underpreparation for higher level courses. Thus students will be so well prepared for subsequent courses that we will not have to worry about exit exams or entry criteria. (It is not that teachers are not covering course objectives to prepare students for higher level courses, but that students' achievement is so low, yet high enough for passing, that they are not ready for higher level work.)

And with increased multicultural understanding, we'll be more adept at using students' strengths to help them build on a second set of strengths - those that they need to succeed in academia. It has been said that the opposite of multiculturalism is dogmatism. To be multicultural is to be aware that others' cultures enrich our own, and to be able to incorporate different systems of cultural knowledge into one's own. We customarily expect our students to do this; but we don't do it ourselves.

This all probably sounds complicated, maybe even a bit messy. That's because it is both of these. There are no simple answers; but this training will help us to figure out the complex ones we need at R. C. C.

HUBERT H. HUMPHREY OCCUPATIONAL RESOURCE CENTER

SCHOOL BASED RULES FOR THE SCHOOL YEAR 1984-85

1. Wearing of Hats

   You will not be permitted to wear hats

   Exceptions:

   a. If required for medical reasons
   b. If required in designated shop/lab areas for safety reasons

2. Sports Bags/Backpacks, Bookbags, etc.

   You are required to store such items in lockers and are not allowed to carry them around during class time.

3. Eating of Food is not Allowed in Shop/Classroom/Lab Areas

   If a break is allowed in your program/cluster, refreshments may be consumed in designated areas only. Each student must follow proper clean-up procedures.

4. You Must Follow Shop & Lab Safety Rules and regulations must be followed as posted in each cluster/program. All persons must follow rules in or out of their cluster.

5. Use of Lavatories Lavatories will be kept locked at all times. Lavatories are to be used during posted times only. Students must use lavatories in their cluster only. Emergencies will be handled on an individual basis by classroom teacher. You must have a yellow pass.

6. Public Telephone is to be used for emergencies only. You must have a pass issued by the Cluster Administrator.

7. Issuing of Passes No student is to leave the cluster or program area for any reason without a valid pass. A valid pass is yellow in color and is filled out completely by an instructor or Cluster Administrator. A valid pass also is a nurses's pass or an early dismissal notice. No passes will be issued to visit other areas of the Humphrey Center.

8. Tardiness
   A.M. classes start at 7:25; P.M. classes start at 11:25.
   a. Any student arriving after these times is tardy.
   b. Any tardy student must sign the tardy log provided by the teacher and include reason for tardiness.
   c. Students issued late bus passes must put their name and bus number on time stamped pass.

9. Evacuation of Building Due to an Emergency

   1. All students are to follow policy established for the school.

   2. No students are allowed to leave their designated areas outside the building.

   3. Attendance will be monitored on return to building.

10. Humphrey Center Services for Students Services are available for students. However, you must have prior written permission from instructor and Cluster Administrator.

11. Radios, Tape Players, Electronic Games, Etc. You are not permitted to bring items of this description into the Humphrey Center. Violators will be subject to the following:

First Offense - Item will be taken from student and returned at the end of the session.

Second and/or Additional Offenses -Item will be taken from student and returned only to parent or guardian.

12. Smoking: You are not allowed to smoke anywhere inside the building.

Sanctions Any of the following sanctions will be imposed for infractions of School Based Rules:

1. Parent notification and Conference.
2. Loss of school privileges, i.e., services, student clubs, field trips, breaks, etc.
3. After school sessions
4. Restitution
5. Referrals to support agencies

An accumulation of infractions of School Based Rules will lead to suspension according to the Code of Discipline.

Humphrey Center Orientation
School Based Rules

Joe Lynch, an eleventh grade student assigned to the Printing Program made a complaint to the Headmaster. Joe's complaint was that his teacher did not recommend him for a good paying part-time job at a nearby printing company. Joe felt he deserved an opportunity to get an interview for the job because he could do the work required of him. His teacher agreed that he could do the work but because of his poor tardiness record at the Humphrey Center, Joe was not recommended for the job and another student, who had grades below those of Joe's but came to school regularly and on time, was recommended. The Headmaster had a conference with Joe Lynch, his teacher and job counselor to discuss the matter.

Discussion Questions

1. Do you think the teacher was right by not recommending Joe for the job. Why?

2. Should tardiness count towards a student's eligibility for a job? Why?

3. Should the Headmaster give Joe a chance at the job? Why?

4. Make up a school rule that you think is fair regarding tardiness.

SECOND TERM FAILURES 1984-1985

CLUSTER	TOTAL ASSIGNED	# FAILURES DUE TO ATTENDANCE	% FAILURES DUE TO ATTENDANCE	# FAILURES DUE TO PERFORMANCE	% FAILURES DUE TO PERFORMANCE	TOTAL FAILURES	% TOTAL FAILURES
BUSINESS/DATA PROCESSING	267	16	6.0%	21	7.9%	37	13.9%
GRADE 9	24	3	12.5%	3	12.5%	6	25.0%
GRADE 10	99	5	5.1%	6	6.1%	11	11.1%
GRADE 11	66	4	6.1%	8	12.1%	12	18.2%
GRADE 12	78	4	5.1%	4	5.1%	8	10.3%
COMMERCIAL MALL	342	28	8.2%	59	17.3%	87	25.4%
GRADE 9	28	4	14.3%	11	39.3%	15	53.6%
GRADE 10	126	13	10.3%	21	16.7%	34	27.0%
GRADE 11	111	7	6.3%	14	12.6%	21	18.9%
GRADE 12	77	4	5.2%	13	16.9%	17	22.1%
CONSTRUCTION/ELECTRICITY	348	52	14.9%	79	22.7%	131	37.6%
GRADE 9	32	8	25.0%	19	59.4%	27	84.4%
GRADE 10	123	25	20.3%	21	17.1%	46	37.4%
GRADE 11	115	11	9.6%	27	23.5%	38	33.0%
GRADE 12	78	8	10.3%	12	15.4%	20	25.6%
GRAPHICS/MEDIA	254	53	20.9%	32	12.6%	85	33.5%
GRADE 9	28	5	17.9%	10	35.7%	15	53.6%
GRADE 10	111	30	27.0%	13	11.7%	43	38.7%
GRADE 11	70	8	11.4%	6	8.6%	14	20.0%
GRADE 12	45	10	22.2%	3	6.7%	13	28.9%
HEALTH	96	9	9.4%	12	12.5%	21	21.9%
GRADE 9	4	2	50.0%	1	25.0%	3	75.0%
GRADE 10	32	3	9.4%	5	15.6%	8	25.0%
GRADE 11	37	4	10.8%	6	16.2%	10	27.0%
GRADE 12	23	0	0.0%	0	0.0%	0	0.0%
METALS/ELECTRONICS	248	52	21.0%	34	13.7%	86	34.7%
GRADE 9	25	6	24.0%	9	36.0%	15	60.0%
GRADE 10	91	20	22.0%	16	17.6%	36	39.6%
GRADE 11	83	18	21.7%	6	7.2%	24	28.9%
GRADE 12	49	8	16.3%	3	6.1%	11	22.4%
POWER MECHANICS	168	29	17.3%	37	22.0%	66	39.3%
GRADE 9	12	6	50.0%	4	33.3%	10	83.3%
GRADE 10	56	8	14.3%	12	21.4%	20	35.7%
GRADE 11	64	13	20.3%	11	17.2%	24	37.5%
GRADE 12	36	2	5.6%	10	27.8%	12	33.3%
SWAP	60	1	1.7%	18	30.0%	19	31.7%
GRADE 09	52	1	1.9%	15	28.8%	16	30.8%
GRADE 10	5	0	0.0%	2	40.0%	2	40.0%
GRADE 11	2	0	0.0%	1	50.0%	1	50.0%
GRADE 12	1	0	0.0%	0	0.0%	0	0.0%

from: Bureau of Equal Educational Opportunity:
"Desegregation in Massachusetts, 1984-85 Annual Report"
April 1985, pages 23-30

Vocational Issues

by Judith C. Taylor

Springfield Overview

At present there are four thematic high schools in Springfield, three of which are vocationally oriented--Commerce, Technical and Putnam Vocational High Schools; Classical High School is college preparatory. For some time, Commerce and Technical have overenrolled minority students and Classical and Putnam Vocational have underenrolled them. In 1978, Commerce's minority enrollment was 60%, 14 percentage points higher than the district average; in 1984 it was 66%, 11 points higher than the district average. Technical's minority enrollment was 52% in 1978 (6 points higher than the district average); in 1984 it was 83% (28 points higher than the district average). In contrast, Classical's minority enrollment was 17% in 1978 (28 points below the district average); in 1984 it was 24% (21 points below the district average). At Putnam, the minority percentage was 33% (12 points below the district average); in 1984 it was 46% (9 points below the district average).

However, Springfield is near completion of a high school construction/reorganization program. A new combined school will replace Classical and Technical, eliminating the two schools whose enrollments are most disproportionate. A new wing at Putnam will add modern facilities and enable the school to accommodate more students. Renovations and curriculum revision will make significant improvements at Commerce.

Planning for Increased Minority Access to Vocational Education

In cooperation with the Department of Education Springfield has developed two related plans for improving the quality of, and minority access to, vocational education. First was the Admissions Plan, developed in 1981 in response to a statewide Departmental requirement. The plan centralized authority for recruiting (the Occupational Education Director is responsible), described the resources (both staff and materials) that would be committed to recruiting, the activities that would be undertaken and how they would be coordinated. Federal vocational education funds have been used for initial support of certain components of the Admissions Plan.

Then, in 1982, the State Board of Education approved a long-range secondary component of the Springfield Desegregation Plan, developed by Springfield staff, which had been used as (among other things) a vehicle for comprehensive planning for vocational education in the city, including recruitment and retention of underrepresented groups. Chapter 636 funds have been used to develop and implement the vocational education components.

Putnam Vocational High School

Enrollment Patterns

Statistically speaking, Putnam has been something of an elite school in the Springfield system. Since 1978 its minority enrollment has been 12-14 percentage points below the system average, and its low income enrollment has been 16 or more points below the system average. From a statewide perspective, however, Putnam (together with the Humphrey Occupational Resource Center in Boston) enrolls a far higher percentage of minority students than the other vocational high schools in the Commonwealth.

Application/Acceptance Patterns

Putnam has also been unable to accept all the students who have applied. In the fall of 1984, for example, the school only had room for 614 of the 776 students who had applied (or, 20% of the applicants could not be accommodated).

The current acceptance patterns at Putnam will not have the effect of bringing the proportion of minorities closer to the system average. For example, 46% of the new students accepted for the fall of 1984 were minority, exactly the same proportion of overall minority enrollment in the school in 1984. Statistically, that is because the school accepted approximately the same proportions of its white and minority applicants (and the proportion of minorities in the school cannot increase until a relatively higher proportion of minorities than whites is accepted for entry, over a period of years).

Recruitment to Putnam Vocational

Netword of Special Guidance Counselors

A special guidance counselor responsible for career education/awareness has been established in each Junior high school, with each counselor linked to one of the five counselors at Putnam. As part of their comprehensive career awareness program, the junior high counselors inform students of the skills training programs available at Putnam and their relation to careers. The counselors conduct visits of junior high students, in small groups, to Putnam. Translators accompany the groups whenever limited-English proficient students are included in the groups.

Because the junior high counselors have close relations with a counselor at Putnam, they are able to advise students about the specific details of the individual programs at Putnam. Each of them has received special training emphasizing "active efforts" to recruit minority and non-traditional students. Originally these counselors were funded through P.L. 94-482, but the school system has since assumed financial responsibility for them.

There is an annual special recruiting program, which has been coordinated by the Occupational Education Director since 1981 when the Admissions Plan clarified and prescribed the roles of various Springfield officials in recruiting.

The recruiters used a film strip developed by the system and a slide tape developed in conjunction with the Springfield Chamber of Commerce (using federal matching funds). The slide tape highlights the five major areas of employment opportunity in Springfield, and links each to the vocational education program(s) in the system where the relevant skills can be obtained. Slides can be changed easily to reflect changes in local employment patterns.

The principal of Putnam leads the recruiting delegation to each school, where he speaks with interested students after the presentation is completed. Because guidance counselors have been active throughout the year, the number of interested students is usually high.

Program/Curriculum Improvement at Putnam

Springfield, in cooperation with regional office staff, has also initiated a comprehensive curriculum revision program that will have important implications for equity. Each of the individual programs at Putnam is being rearranged in clusters of related programs. Each cluster will be taught on an individualized basis using core competencies, and will include programs that have traditionally appealed to one sex only along with programs that attract both sexes. The mere improvement of program quality will serve all Springfield students well, and will in itself constitute a recruiting attraction.

The New High School

The technical component of the new high school will replace, and improve significantly on, the programs currently offered at Technical High School, where most minority students have been concentrated in the outdated and ineffective programs of the school. The new school's technical offerings will be housed in a special career development wing, will reflect current employment opportunities in technical fields and use new curricula. In addition, the wing will include industrial arts programs, updated and using the new curricula from Putnam.

There are several innovative features important for equity. Ninth grade industrial arts students who apply to and are accepted by Putnam for tenth grade matriculation will lose no time, since the curricula at the two schools will be the same. Because the vocational education curricula will be the same there will be, in effect, an open campus in which students will be able to take classes at both Putnam and the new school--so that vocational students can develop academic skills and academic students can acquire more intensive skills training. This feature should be of particular importance for those (many) students who had not chosen vocational education by the 9th grade (and are now, as in most school systems) unable to pursue vocational training until after leaving their high schools.

Comments

The regional staff of the Department of Education who have worked with Springfield over the past years are pleased with the progress that has been made. They attribute it to several factors. First is the mutually cooperative working atmosphere that has been created between the Department and the school system. Second is the establishment of comprehensive plans (cooperatively developed) for the improvement of minority access to vocational education. Third is the superintendent's clear and continuing commitment to the improvement of vocational education in his system, and fourth is the direct involvement of the vocational school principal in minority recruiting.

Of course, the regional staff do not believe that the task is finished. For example, the current 9th grade career exploratory at Putnam, which should be a vehicle for recruiting minority and non-traditional students to new fields, is largely ineffective and needs to be entirely revamped. Finally, it should be pointed out that Putnam has reached the stage where minority recruiting in itself is insufficient. As pointed out earlier, there are numerous minority applicants to the school but proportion of minority students at Putnam will not increase as long as the current pattern of minority/majority admissions prevails.

VOCATIONAL EDUCATION IN BOSTON

The access of minorities to vocational education in Boston has improved immeasurably since it was desegregated in the mid-seventies with the implementation of the Unified Plan for Vocational Education. Prior to that time, there was a two track system in which the good training programs were reserved for white students and minority students were segregated in the remaining ones. Today minority students have full access to the programs at the multi-million dollar Humphrey Occupational Resource Center, to the various magnet vocational programs of the city and to the "core" programs in the district high schools.

At issue now are questions of commitment and quality. There was only negligible monitoring of the extent of Boston's implementation of the Unified Plan before 1983, when the State Board assumed responsibility for monitoring Boston's compliance with outstanding desegregation orders at the direction of the U.S. District Court. The first monitoring report documented extensive non-compliance with significant portions of the Unified Plan. Since that time the compliance situation with regard to vocational education has improved. However, no clear declaration of commitment to excellent vocational education has been forthcoming from Boston Public Schools' leadership, and relations between the Department of Education and the School Department have been insufficiently cooperative. Although the Court did not direct the Department to evaluate the quality of vocational education in Boston, there indirect measures are available which suggest that Boston students, both white and minority, do not perceive that valuable opportunities await them in vocational education.

Boston and the State have agreed that the Court-ordered plan is outdated and an insufficient blueprint to guide the development of vocational education in Boston. Recent news in this respect is encouraging. Serious negotiation over modification of the Unified Plan has begun between Boston and the Department of Education. In addition, Boston has proposed changing the Humphrey Center from a half-day skills center to a more traditional vocational school (whose students will be full time, attending Madison Park for the non-vocational part of their education), which should make vocational education more attractive, at least to younger, in-school students.

The Humphrey Occupational Resource Center

Enrollment Patterns

The Unified Plan requires that each of the 35 programs at the Humphrey Resource Center "reflect the racial ratios established by the Court for the citywide schools."

Ideally, there would be a sufficient number of applications to each program to permit assignment of students from each racial/ethnic group in numbers that filled the program to capacity and reflected citywide ratios. In many cases, however, insufficient numbers of students from one or more racial group have applied, so the pattern of applications does not reflect citywide ratios. In such cases, the Department of Implementation has only two choices: either underenroll the programs in question (resulting in underutilized capacity) or overenroll students from the racial groups with disproportionately high numbers of applications (resulting in non-compliance).

Enrollment data from 1983 and 1984 showed a significant number of deviations from the ideal pattern of compliance. In the fall of 1984 only two programs complied with the Unified Plan requirement in all three racial categories. However, when a more generous standard was applied (deviation of 10 percentage points, compared with five points in the Unified Plan) there is evidence of progress from 1983 to 1984. The number of programs falling within the 10 point standard has increased for each of the three racial groups. Even with this generous standard, one-quarter to one-third of the programs are (depending on the racial group) our of compliance.

Application/Acceptance Patterns

In past years, Boston was in the anomalous position of having to deny acceptance to a number of Humphrey Center applicants while at the same time maintaining unfilled slots in the Center's programs--many of which had non-complying enrollment patterns. That was because Boston received applications from more students than could be accommodated in certain programs, but in disproportionate patterns from the vaious racial/ethnic groups. Boston attempted to balance the need to comply with Court orders with the desi to satisfy the choices of Boston students and fell short both accounts.

Last year, part of the problem disappeared. So few students applied to the Humphrey Center--applications to the Center had been declining for several years--that Boston could accept all of them. No student was denied admission on account of the Court-ordered admission standards.

Furthermore, there was serious attrition between assignments and enrollments. Eighteen programs failed to enroll at least 80% of the White students assigned, and nineteen programs failed to enroll at least 80% of the other minority students assigned.

Consequently, the number of students enrolled in skills training programs in the fall of 1984 was far below capacity. Enrollments dropped from 2,301 in 1983 to 1,830 in 1984--a decrease of approximately 20%. The number of enrollees from each racial group decreased in approximately the same proportions. This represented only 69% of the estimated capacity of the Humphrey Center. It is likely that the underutilization of the Center was even higher. A number of sources, both within and without the Center reported that the number of students actually attending skills-training programs was well below reported enrollments.

Significantly, the number of students in the freshman exploratory program declined even more sharply (45%), from 661 to 362. Since the exploratory program serves as a recruiting base from the Center's programs, it seems likely that next year's skills training enrollment will be even lower.

Recruitment

Recruitment is critical, both to promote compliance with the standards of the Unified Plan and to ensure that vocational education facilities are fully utilized. The enrollment data supplied by Boston show, however, that recruitment efforts are insufficient and increasingly ineffective.

The Unified Plan, recognizing that effective recruitment would be vital to the success of desegregating Boston's vocational education system, mandated a comprehensive "public information campaign" based on marketing and recruiting strategies in use around the nation. Little of this recruiting program seems ever to have been implemented. The first monitoring report of the Division of Occupational Education regional staff documented extensive non-compliance.

The Department of Education, as a result of this non-compliance finding in conjunction with patterns of underenrollment and disproportionate enrollment by race, requested from Boston a comprehensive recruiting plan. It specified that this plan should identify a full-time director of recruiting, the recruiting activities that would be undertaken and the staff and resources that would be used to implement the plan. To this date, no such plan has been provided, and Boston continues to insist that its current arrangements are adequate and effective.

Comments

Boston students, on account of the voluntary assignment policy that obtains in vocational education, have the opportunity to "vote with their feet." It seems clear that they have not elected to support the current vocational education system in Boston, but their reasons for their decision are not as obvious. Boston has submitted a long list of reasons why its students reject vocational education, some of which have some validity (e.g., the undesirable location of the Humphrey Center) and others of which have none. For example, Boston contended that this situation merely reflects broader patterns of choice among students when--to the contrary--applications to other vocational schools in the Commonwealth have continued to rise even as the number of high school students has declined.

None of the reasons cited by Boston addressed questions of the quality and content of the education offered at the Humphrey Center.

There is some evidence that the pattern of negative attitudes and poor classroom management practices among some teachers discovered at the examination schools also exists at the Humphrey Center. Boston has been disinclined to take notice even when, as recently, the Department invited it to apply Chapter 636 funds to inservice training for Humphrey Center teachers on effective teaching practices for minority and limited-English proficient students.

It is to be hoped that Boston's extensive and sophisticated vocational facilities, which have the potential for preparing large numbers of students for effective participation in the job market, will realize this potential as a result of the planning now underway. A clear commitment from Boston to an excellent vocational education system is the first, but critical, step toward fulfilling the promise of desegregation initiated by the United Plan in 1975.

EXAMINATION SCHOOL PREPARATION:

ADVANCED WORK CLASS/ACADEMICALLY TALENTED SECTIONS

In Report No. 4 monitors reported on efforts of the Program Director of Gifted and Talented Programs in Boston to improve the quality of the AWC/ATS. While many plans had been made and some partially implemented, progress in resolving some the major problems in improving AWC/ATS were stalled for financial and other reasons. The Director was again asked to provide a progress report on efforts to resolve those same issues (see page ___) and the following is a summary of her report in each area.

(1) Progress in developing and implementing a more effectice way of identifying and selecting students

Specific multiple criteria for identifying students and a method by which the results of the various instruments can be scored in quantifiable terms in order to select students have been developed. These criteria and the selection process have been reviewed and supported by curriculum specialists and gifted education specialists in several urban school systems throughout the country. This new process will be presented to the school committee in May 1985 for approval. If approved it will be submitted to the parties and the Court as a modification to be put in place for school year 1986-1987.

(2) Progress in developing a differentiated and appropriate curriculum

Progress continues to be made in acquiring regular school funds and Chapter 636 funds to carry out the curriculum development activities planned since last year (see page ___). A national authority on gifted education will work with AWC teachers on curriculum during the summer and curriculum materials already developed will be distributed for use in the fall.

(3) Progress in training and evaluating AWC/ATS teachers

Several in-service workshops have been aimed at providing training for all AWC/ATS teachers during the 1984-1985 school year. These workshops have ranged from 'study skills', and 'Children's Literature', to 'thinking skills. In addition, some schools with AWC/ATS programs have benefitted from other forms of training. What appears to be needed at this point, is (1) a prescription for the kind of training which a regular classroom teacher would need in order to be effective in teaching an AWC/ATS class and, (2) a method by which this training can be instituted to insure that all AWC/ATS teachers have received such training.

(4) Progress in creating links between AWC/ATS and the examination schools

Meetings between AWC/ATS teachers and Latin School staff are ongoing. Latin School staff will also be invited to participate in AWC/ATS curriculum development. Since staff at all three examination schools have cited 'lack of adequate preparation' as the major problem in the retention of Black and Hispanic students at the examination schools, it would seem that meetings between AWC/ATS staff and the staff of all three examination schools would benefit all. The links between these schools and programs need to be further expanded.

(5) Progress in improvement of the Spanish bilingual AWC/ATS

Boston's Hispanic AWC/ATS students have greatly benefitted from a support program being offered by U. Mass/Boston's Institute for Learning and Teaching. The program provided tutoring and counseling, and students have been involved in a summer skills-building program all parts of this U. Mass program. As of mid-May 1985 this U. Mass program is in serious jeopardy because of lack of adequate funds to operate in the coming school year.

The bilingual AWC/ATS program appears to be in transition. It is unclear from reports received whether lasting improvements are being made, or whether those improvements, if any, depend in large measure on the U. Mass program now in jeopardy of losing its 'soft' funding.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF INSTRUCTIONAL SERVICES
JOANNE M. McMANUS
Program Director – Gifted and Talented

May 1,1985

MEMORANDUM

To: Franklin Banks, Boston Desegregation Monitor

From: Joanne McManus, Program Director - Gifted/Talented

Re: Federal Court, Desegregation Monitoring Report
Advanced Work Program Update

The February 1, 1985 Report to the United States District Court on Boston School Desegregation cited the need for continued improvement in the Advanced Work Program, as a critical desegregation monitoring issue. We were pleased that the Court Monitors acknowledged our efforts to comply with their recommendations.

Each of the five problematic areas identified in the February 1984 report is listed below and is accompanied by an update that expresses our commitment to continued movement and growth.

1. Progress in developing and implementing a new method of identifying and selecting academically able students for AWC/ATS. This new method would be culture-fair and consistent with the state-of-the-art in the identification and selection of gifted students.

As indicated in our November 1, 1984 report, Dr. Spillane requested that the Office of Curriculum and Instruction and the Department of Implementation work together to further examine the proposed modifications presented to him in September 1984. A review committee representing the Department of Implementation, the superintendents office, E.E.O., Testing & Evaluation, the Bilingual Department and the Office of Curriculum and Instruction met over a three-month period to carefully scrutinize the proposal, item by item. During this time we also solicited input from authorities in the field of gifted and talented, program directors of urban gifted and talented programs, and minority leaders in the fields of education and educational psychology (see attached samples of correspondence).

Complete agreement on each proposed modification was never reached and in December the review committee met with Dr. Spillane to outline their areas of agreement and concern. Dr. Spillane decided to approve the Curriculum and Instruction plan for improving the AWC identification process, with one reservation. He asked that we review additional non-verbal measures, along with the Raven's Progressive Matrix, before we decide upon which figural criterion to adopt.

On December 17, 1984 Dr. Spillane sent a memorandum to all members of the AWC Proposal Review Committee, notifying them of his decision to go ahead and submit the proposal to the Court (copy enclosed).

The Department of Implementation received the Superintendent's request (Dec. 17,1985) too late to meet the December 15th, court deadline.

Due to the fact that preparation for implementation of this new identification process must begin immediately (notification to parents, principals and teachers; test ordering; computerization of multiple criteria "z" score formulas etc.), William Dandridge requested that the Superintendent present our AWC Proposal to the School Committee as soon as possible. He agreed and we are scheduled for their next session which is on May 14, 1985. It is our understanding that with their approval, we can proceed to submit the proposal to the plaintiffs for their discussion and comments.

I remain hopeful that our proposed modifications for adopting a multiple criteria identification selection process will be approved in time for students selected next year, for the 1986-1987 Advanced Work Program, to be able to reap the benefits of our much improved process.

"Change" of any kind is difficult to accept and implement, but I must speak to the great amount of time, research and careful scrutiny that Central Office personnel have devoted to improving the AWC Program. The personal interest and genuine concern for desegregation efforts that was exhibited throughout this process is definitely noteworthy.

2. Progress in developing and consistently implementing a differentiated curriculum appropriate for academically able students.

- Irving Sato has agreed to work with a committee of Advanced Work Class teachers, as a consultant, this summer for a period of one week. He will help us to design the scope and sequence for our AWC differentiated curriculum. Mr. Sato's services are being funded by the Department of Curriculum and Instruction.

- Mr. Dandridge has also approved a Central Office 636 Proposal that will finance the actual writing/printing of an AWC Curriculum Model (see attached abstract). This project draws upon the expertise of Mr Sato, AWC teachers and Latin school personnel.

- The Children's Literature Guide for AWC teachers will also be ready for distribution to all AWC Reading/Language Arts teachers by next fall.

- The Office of Curriculum and Instruction has also produced a recommended textbook booklet. Within this document is a comprehensive listing of materials that are appropriate for use with academically talented students. AWC teachers have attended an inservice training session that enabled them to review these highly recommended materials.

3. Progress in developing and implementing both a training program for AWC/ATS teachers and an appropriate evaluation procedure.

I feel significant progress has been made in our teacher training efforts.

- Advanced Work middle school teachers attended a "Study Skills" inservice on September 24, 1984. AWC elementary teachers attended a Children's Literature training session on the same day.

- On January 24, 1985, Boston conducted a citywide all day teacher inservice that devoted an entire strand (on each level, high school, middle school and elementary school) to integrating 'thinking skills' and 'thinking skills teaching strategies' with curriculum developement. U. Mass/Boston personnel, MA/AIP representatives and EDCO consultants were all hired to present teachers with 'state-of-the-art' information. Many AWC teachers were also asked to present and share their ideas with their colleagues.

• On April 23, 1985, all AWC teachers attended a citywide inservice training session on 'Cooperative Learning-Teaching Strategies' for gifted/talented students.

* * In addition to citywide AWC training efforts, certain schools have identified AWC needs that have been funded by external grants.

• Thompson Middle School- I am conducting a ten-week, Commonwealth Inservice Training Program that is designed to improve teachers' questioning techniques and broaden their knowledge of curriculum development for gifted students.

• Hennigan Elementary School- The Hennigan School has been awarded a Commonwealth Inservice Grant to help improve teacher's knowledge of the writing process and to promote the use of Children's Literature in the classroom. This school has also been awarded a 1.5 million dollar grant from M.I.T. to explore how technology can improve instruction.

• The ILT division of U. Mass Boston, under the direction of David Vitali, asked me to design a course that would help teachers of bilingual and minority gifted students to better understand the issues pertaining to identifying and educating the disadvantaged gifted child. I have attached the course outline that I developed. We began this sixteen week, graduate course in March, 1985. There are fourteen Boston teachers enrolled and they represent AWC schools (Irving, Ellis, Mary Curley), the Wheatley School, and several other schools with bilingual programs. I have found this course to be a wonderful 'medium' for teachers to air their concerns, discuss issues, and to learn about how to meet the affective and cognitive needs of Boston's gifted minority students.

• Through the Institute for Professional Development I have offered two courses for Boston teachers;

1. Integrating Thinking with Curriculum Development (1 credit) (Fall)
2. Children's Literature-A Novel Approach to Teaching Reading (1 credit) (Spring)

• Through the AWC Newsletter teachers are constantly being kept abreast of local gifted/talented professional opportunities. Many teachers have taken personal days to attend these workshops.

• The Board of Regents has awarded the Quincy/Timilty and Boston Latin Schools a grant to fund a parent and teacher AWC Informational Day to be held May 20th at U. Mass Boston.

4. Progress in the creation of curriculum and other links between the examination schools and the AWC/ATS program feeding students into these schools.

This is an ongoing process. Both Latin School personnel and AWC personnel recognize the need for continued dialogue . Latin School teachers will also be asked to serve on the AWC Curriculum Committee that will design the AWC Differentiated Curriculum Model.

5. Progress in improvement of the Spanish Bilingual Advanced Work Classes.

I am hopeful that the Preparation and Support Program for Hispanic Students, that was developed under the direction of David Vitali at U. Mass Boston, will be funded again next year. The services that they have provided Boston's AWC & Latin School Bilingual students have been tremendously successful.

The Bilingual Advanced Work Program at the Hennigan School this year has undergone staffing problems. A permanent substitute had to be hired to replace a grade five teacher who was dismissed. This substitute has been a wonderful asset to the program. He and I have worked cooperatively to identify the academic needs of these students. He has done a superb job implementing our well thought-out program, but he will not be available to teach next year.

The Mackey School has also undergone many changes this year. The teacher has been extremely open to new ideas. I have taught several demonstration lessons in his class and we also have a Boston School Volunteers Math Enrichment Program currently in operation with these students.

Significant movement in relation to student identification, and teacher training has occurred this year. Our goals for next year will be to continue monitoring these areas but to focus closely on curriculum development and program evaluation. Creation of a teacher selection process, based on established qualifications, is a major part of our long-range plan for improving the quality of instruction in the Advanced Work Program.

In closing, I must thank you and Roselyn Frank for your support, direction and sensitivity to the issues discussed in this report.

HEADMASTERS' RESPONSES
EXAMINATION SCHOOLS

In Report #4, monitors concentrated on documenting the progress made in implementing the recommendations of the Department of Education regarding the support services for Black and Hispanic students at the examination schools. This year, in monitoring the changes and improvements made to the support services, the monitors developed a questionnaire for each of the exam schools to be completed by the headmasters, whereby their responses would indicate how much progress has been made.

These questionnaires address specific issues raised in previous reports which have remained problematic at each of the schools. For a full report of the questionnaire and the response of the headmasters, it can be located in the appendix. The following question and response by school is a summary of their responses.

BOSTON TECHNICAL HIGH SCHOOL

Question

1. Describe summer school and pre-school diagnostic efforts.

Response

1. Summer Orientation ran five days and was a tremendous success. Teachers were hired as instructors and focused on testing and identifying students in need of remediation. Results placed on student card available to guidance personnel etc., so referrals to remedial and after-school programs can be made.

Question

2. How many students are served by peer tutoring?

Response

2. Five peer tutors service 3-5 students regularly and four teachers in after school tutoring program.

Question

3. How many students are served through the Direct Student Services Collaborative?

Response

3. Seven social workers/psychologists serving 5-7 clients each.

Question

4. What indicators from the support services demonostrate improvement in student performance and decrease drop-out rate.

Response

4. Improvement of attendance, attitude and increased motivation.

Question

5. How have study skills been infused into classrooms?

Response

5. Heigtened teachers' awareness.

Question

6. Is there a uniform exit interview?

Response

6. Headmaster conducts all exit interviews.

Question

7. What changes have been made re staff attitudes towards minority students?

Response

7. Department Heads have met individually with insensitive staff members and guest speakers make presentations regarding diverse needs of minority students.

Question

8. Is one ESL teaching positon sufficient to serve student needs?

Response

8. Yes.

BOSTON LATIN ACADEMY

Question

1. Is funding available for the Tutoring Coordinator?

Response

1. Funding source through 636 funds.

Question

2. Identification of summer school students needing remedial services.

Response

2. No diagnostic testing done due to time constraints in summer.

Question

3. Was the shortened 1st term helpful in early identification of students likely to fail? What services are avilable to those students?

Response

3. Yes. Students identified got priority to tutorial assignments, additional help from teachers and guidance counselors.

Question

4. Placement of new students failing 2 terms in special classes. What supportive services available to those students?

Response

4. No space nor instructor available, or flexibility in the curriculum to arrange such activities. Plans for implementation next year and in summer school.

Question

5. Identify remedial and tutoring services and when offered.

Response

5. Teachers offer assistance before and after school. Three tier tutorial program. Study workshop on Saturday. Emphasis is on the classroom teacher, supported by the Department Heads to assist students in need of special assistance.

Question

6. Has the implementation of academic advisors facilitated the identification of students needing support services?

Response

6. Innovative idea but did not have the universal support of the faculty and will take a few years to implement.

Question

7. Describe scheduling of the guidance counselors plan to meet with students at the beginning of the school year.

Response

7. Due to staffing in guidance department, the new counselor had to play catch-up. Meetings with students are held regularly throughout the year by the three counselors.

Question

8. What efforts have been made to coordinate the summer school offerings with BLA academic requirements?

Response

8. Currently working with a foundation to plan a summer program for 7th graders who have failed in Latin and Math. Exam will be offered at the end of the course and if passed will get credit for the school year. As for BPS offering, it is not commensurate with course requirements but student can take an exam at the end of the summer for passing.

Question

9. Development of a uniform exit interview prior to graduation. How it is administered and how is the information used to develop strategies to retain students?

Response

9. Every student who is discharged has an exit interview conducted by the headmaster. School program will be reviewed and revised to aid and abet those students experiencing academic problems.

Question

10. What changes have been made re staff attitudes towards minority students?

Response

10. Attraction and recruitment of minority staff in such departments as English, Math and Modern Languages. Planned staff forums and meetings next fall on teacher sensitivity.

Question

11. How many students are currently receiving required clock hours of PE. What plans have been made to provide PE for all students next school year?

Response

11. There are no gym, locker or shower facilites. They use the Fens when the weather permits. When an appropriate facility is

built for the school is when a full PE program can be offered to all students.

Question

12. What plans have been developed to collaborate with the ATS/AWC to better prepare students for Boston Latin Academy?

Response

12. Visit feeder schools and working with faculty and staff, especially in the schools with Spanish speaking students.

BOSTON LATIN SCHOOL

Question

1. Were diagnostic measures used during the summer orientation successful in identifying students in need of remedial support?

Response

1. Yes. Summer School staff met with the parents of those students and all were referred for Reading and Study Skills Support.

Question

2. How many students are being served by the after-school tutuoring program and how were they selected?

Response

2. No total number is provided nor is a selection process identified.

Question

3. What services are provided by Roxbury Multi-Service Center and how many students are served?

Response

3. A full-time social worker for students and does parental outreach, as well as counseling and tutoring services.

Question

4. What are the other support services available?

Response

4. Due to the various programs available, please refer to Headmaster's report to the Federal District Court.

Question

5. What steps have been taken to improve delivery of guidance services?

Response

5. Attempts are still being made to appoint a coordinator of Student Support Services.

Question

6. What efforts made to coordinate summer school offerings with BLS academic requirements?

Response

6. Course content outlines are provided.

Question

7. Will the promotion policy change to eliminate unnecessary repetition of classes that students have already passed?

Response

7. No.

Question

8. How is data collected from the exit interview used to assist in the retention of students?

Response

8. Data is used to dissuade students from leaving BLS.

Question

9. How has the teacher evaluation process helped improve staff attitudes towards minority students?

Response

9. Present teacher evaluation does not address the issue of teachers attitude toward minority students.

HEADMASTER QUESTIONNAIRE --BOSTON LATIN SCHOOL

1) Were the additional diagnostic measures employed during summer orientation and at the beginning of the school year successful in identifying students in need of remedial support? Please describe. What steps were taken to provide services to identified students?

2) How many students are being serviced by the after-school tutoring program? How were these students selected?

3) What services has the Roxbury Multi-Service Center provided to students this school year? How many students has it serviced?

4) What other support services are being provided to students identified as in need of support services?

5) What further steps have been taken or planned to improve delivery of guidance services?

6) What efforts have been made to coordinate summer school offerings with Boston Latin School academic requirements?

7) Does the school intend to change the promotion policy to eliminate unnecessary repetition of classes that students have already passed?

8) Please send us a copy of the exit interview that is administered to students leaving school before graduation. How is the information collected from these interviews used to develop additional strategies to retain students?

9) How has the Department Chairperson teacher evaluation process helped to improve staff attitudes that discourage minority students from attendance to Boston Latin School? What other efforts are being taken to address this problem?

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
BOSTON LATIN SCHOOL
FOUNDED IN 1635

MICHAEL CONTOMPASIS
Head Master
JOHN GRASSO
Assistant Head Master
CARMINE VARA
Assistant Head Master

May 10, 1985

TO : Mr. Franklin Banks, State Board of Education

FROM: Michael Contompasis, Head Master

SUBJ.: Response to Headmaster Questionnaire - Monitoring Report - for the State Board of Education

#1) Diagnostic measures employed during the summer were successful in assisting students in need of remedial support. The Summer School staff met with the parents of these students and all were referred for Reading and Study Skills Support.

#2, #3, & #4) See Headmaster's report to the Federal District Court.

#5) Attempts are still being made to appoint a coordinator of Student Support Services at Boston Latin School.

#6) See Headmaster's report to the Federal District Court.

#7) Boston Latin School does not intend to change the current promotion policy.

#8) A copy of the Exit Interview form is included with this response.

Information collected from these interviews is used to dissuade students from leaving Boston Latin School.

#9) The present teacher evaluation process does not address the issue of teacher attitude toward minority students.
Furthermore, the issue of staff attitudes toward minority students is one that I feel has been over represented. Whenever individual problems of this nature arise, they are fully investigated and dealt with by the Headmaster.

M Contompasis
Michael Contompasis
HEADMASTER

MC/dm

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THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
BOSTON LATIN SCHOOL
FOUNDED IN 1635

MICHAEL CONTOMPASIS
Head Master
JOHN GRASSO
Assistant Head Master
CARMINE VARA
Assistant Head Master

April 29, 1985

To: Dr. Robert R. Spillane, Superintendent

From: Michael Contompasis, Head Master

Re: Status of Support Services at Boston Latin School

Listed below is a description of the various support programs in place at Boston Latin School. As you can see, the majority of the programs have been developed and implemented for entering students at Boston Latin School. Every program focuses on the issue of retention of black and hispanic students in Grades 7 and 8.

1. A three-week Summer Enrichment Program for all students new to Boston Latin School. This program has been in existence for the past 10 years and stresses a review of English Composition, Math and Study Skills. In addition, diagnostic testing takes place to identify students in need of additional assistance.

2. A "Buddy" System has been developed at Boston Latin School where members of the Junior and Senior classes adopt a new 7th grader for the entire school year. The purpose of this program is to provide assistance for our entering students.

3. A Volunteer Tutorial Program occurs during the school's activity period. Members of the National Honor Society (Juniors and Seniors) work with the students in Grade 7 in a peer tutorial program. The program meets twice a week.

4. An After-school Tutorial Program is in place for 7th graders. There are two sessions per week. Ten Boston Latin School faculty members, along with a Guidance Counselor, are available to over 100 7th graders who have been referred by their subject teachers for assistance.

5. Approximately 25 upper class students are tutoring one on one with 7th graders two afternoons per week. This program is also supervised by a Boston Latin School Guidance Counselor.

6. A student intern from Boston University is available twice a week for in-

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dividual counseling of high risk students in grades 7 - 12. The intern works under the supervision of a Boston Latin School counselor.

7. Eight Wellesley College Interns training in group counseling lead small group sessions with 7th graders once a week. Tutorial assistance is also provided at this time.

8. A Full-time Reading/Study Skills Instructor has been assigned as a full-time instructor to the Latin School for the past 10 years. The reading instructor works solely with Grade 7 and 8 students who have been identified as potential high-risk academic problems.

9. A program exists with the Roxbury Multi-service Center/Boston Latin Collaborative. High risk minority students are involved in programs of counseling and tutoring. A full-time Social Worker is assigned to Boston Latin School as part of this collaborative. In addition to her school-based programs, the Social Worker conducts parental outreach programs.

10. Boston Latin School/Boston University Afro American Studies Program. This program provides enrichment and support for minority students during the summer. It is under the direction of Dr. Adelaide Gulliver, Director of the Afro American Studies Program at Boston University. Dr. Gulliver also conducts sessions for parents of her students during the school year. Progress of the students is discussed during these sessions.

11. Shady Hill Summer Review Program. This program has been in existence for the past three summers. It has provided a summer school review for 7th graders at both Boston Latin School and Boston Latin Academy. Approximately 150 7th graders have participated over the past three summers.

12. Boston Public Schools Summer Review School. We have provided course content outlines for all Boston Latin School students who attend the Boston Summer School. These outlines are provided for the summer school teachers so that they may coordinate their objectives with what our students need to know for purposes of receiving credit from summer school.

13. The Mass. PEP Program. Boston Latin School has participated in this Pre-engineering program for minority students since the program's inception five years ago. This program provides additional enrichment, tutoring and support for minority youngsters interested in pursuing a career in Math, Science or Engineering.

14. Leader Development Program. New 9th graders to Boston Latin School participate in this enrichment program at Thompson Island each summer.

15. Days in the Arts. A summer enrichment program for 7th graders held at Tanglewood as part of our involvement with the Boston Youth Symphony Orchestra. Approximately 50 7th graders participate in this program.

16. Individual Counseling. Six counselors at Boston Latin School serve a cross section of students in grades 7 - 12. The counselor load is approximately 1 - 450.

17. Recruitment Component. During the months of September and October, members of the Boston Latin School faculty are involved in various high school fairs during which information regarding the Boston Latin School is disseminated.

18. Activities Fair. This event is held annually for parents and students new to the school. It provides information regarding extra-curricular activities at Boston Latin School. Our older students and their parents have developed and implemented this program over the past four years.

19. Open House. Held annually on a Sunday in May for new parents and students. Members of the faculty and staff of Boston Latin are present to welcome our new invitees.

20. A Parent Telephone Network. This is an outreach program developed by the parents of the Home and School Association in which all Boston Latin School parents are linked.

21. September Orientation Program for New Parents. An evening meeting is held in September meet and orient parents of new students. In addition, a minimum of 3 meetings are held during the school year between parents and teachers. The meetings are held to discuss students' progress.

Michael Contompasis
Head Master

MC/emm

HEADMASTER QUESTIONNAIRE --BOSTON LATIN ACADEMY

1) Is the funding for the Tutoring Coordinator secure for next year?

2) How many students attending the summer orientation were identified as "likely to fail"? What steps were taken to provide remediation services to these students?

3) Was the shortened first term (implemented this school year) helpful in early identification of students likely to fail? What steps were taken to provide services to these students?

4) A plan was proposed to place new students who failed the first two terms of the school year in special classes to begin the first semester over. Was this plan implemented? If so, what do preliminary results indicate of the academic progress and retention of these students? Do you still plan to provide summer school services to these students?

5) Identify the remedial and tutoring services now available to students, including the time of day the service is offered.

6) How has the implementation of academic advisors for new students facilitated identification of students who may need support services?

7) A plan was proposed to require guidance counselors to schedule meetings with students with problems at the beginning of the school year. Please describe the results of this effort.

8) What further efforts have been made to coordinate summer school offerings with BLA academic requirements?

9) What steps have been taken to develop a uniform exit interview for students leaving Boston Latin Academy before graduation (in order to collect information on the reasons why students leave school)? How will it be administered to exiting students? What process will be employed to use this information to develop additional strategies to retain students?

10) What has been done to identify and change staff attitudes that discourage minority students from attendance at BLA?

11) How many students are currently receiving the required clock hours of physical education? What plans have been made to provide PE to all students next school year?

12) What plans have been developed to work collaboratively with the ATS/AWC Director to better prepare students enrolled in these programs for Boston Latin Academy?

HEADMASTER QUESTIONNAIRE - BOSTON LATIN ACADEMY

1. We have just received the funding formula for our #636 funds and that is the source of our tutorial program support. The year began by using the School Development Officer as the tutorial coordinator but the Officer had to resign in February so a teacher has been handling the program from March thru June. We expect to use the Development Officer next year

2. We do not give a pre- and a post-test since it is a 10-day orientation program to introduce study skills and homework habits. We introduce the major subjects the in-coming students will have in their programs. Thus, we have no process to select those "likely to fail" nor could we unless we offered an examination to compete with the initial entrance exam.

Students were identified by individual instructors as having potential weakness in that subject area. These so identified were noted by the counsellors and once the year began the teachers were informed and asked to give special attention to the problems. Tutorials began in early October and summer orientation students were assigned to tutorials as appropriate

3. We believe the shortened first term was helpful in identifying students with problems. There is no honest or fair way to make a judgement in the opening weeks of a school year that any student is likely to fail. We do not make such judgements. They would be too subjective. What the short term allows is the opportunity to see some students who do not have the basics or foundations we feel will aid in their years at the school. Students that were highlighted at the end of the short term got priority in terms of tutorial assignments, special help from teacher coordinators, and extra attention from guidance.

4. The proposed plan to organize special classes is still of interest but it could not be implemented as we had no extra or open classrooms for such use, no instructor in the key areas of Latin and Math, and not sufficient flexibility in the curriculum to arrange such activities. We are trying to plan for such an offering next year and if we do summer school may be offered to those who seem most likely to benefit.

5. Teachers offer assistance before school. A three tier tutorial effort is available through School Volunteer interns and tutors, peer tutors, tutor supervisors from the Math, Latin and English departments, and special tutors who work with particular students on a set problem and once mastered move to another tutee. At the end of the third term Department Heads prepared individualized prescriptions for students having academic difficulty. The faculty frequently remain until the late bus especially teachers in Latin and English, and also Math. We offered study workshops on a Saturday; The emphasis is on the classroom teacher, supported by the Department heads, to see that students in need get special assistance.

6. Academic advisors were an innovation that did not have universal faculty support. Those who took the assignment seriously, including the HeadMaster, met two or three times with the in-coming students but the initial contacts were focussed more on how to find lockers, textbooks, write down assignments and generally adjust than to an evaluation on academic success. It is doubtful that an advisor or a trained guidance counselor could make such a judgement and support it by fact in the opening weeks of a new school year. Some challenged the concept as being outside the union contractand thus illegal. The process will take a few years to implement, a relatively brief implementation time for a new idea in a school environment.

7. The critical factor in guidance was staffing. A member had been rated as unsatisfactory. The person opened the school year and then announced at the end of the first week that he was resigning from the school system in two weeks. Thus, little positive action occurred. At a particularly hectic time a counselor had to be recruited. The search and selection process resulted in a talented, educated, thoughtful and interested individual. He had to play catch-up but has done a fine job that has changed the office to one that is individualized, keeps good records, responds to parents and aids students. Meetings with students having academic problems have been held regularly throughout the year by the three counsellors.

8. We have been working with a foundation to plan a summer program for 7th graders who have had a failure in Latin, Math and/or English. Students would take an examination at the end of the summer prepared by the respective departments and if passed they will get credit for the year. Currently, summer school courses offered by the BPS are not commensurate with the course requirements at the Academy so that an exam offered by the school will also be required at the end of the summer for passing.

9. Every student discharged from the school now has an exit interview with the Head Master. The interview follows a set format. During the summer the datawill be reviewed and assessed and where directions are forthcoming the school program will be revised to aid and abet those pupils experiencing academic problems. It is important to point out that only a few discharges are due solely to poor grades or poor classroom performance and that other factors, alcohol, drugs, family problems, illness, moving, etc. In a way, exit interviews are too late for learning what it is that we ought to be doing to save students who can and ought to be saved.

10. Attitudinal change is a long term process. One way is the attraction and recruitment of qualified minority staff. This has been started. Minority staff have finally broken the barrier in such departments as English, Math and Modern Languages. Secondly, more needs to be done with department heads and in building an administrative team so that they understand and begin to move on the problem. It is a slow but necessary process. It is planned that staff forums and meetings will be held next fall on the topic.

11. As you know, we have no gym, lockers or shower facilities. We have introduced outdoor classes, utilizing the Fens on clear days up until the winter weather prevents such classes. We try and give as many students as possible gym classes as we believe that the opportunity for exercise is important to the learning process. Once we have an appropriate facility designed for school use we expect to offer a full physical education program.

12. We have begun to work directly with feeder schools by visiting the schools and working with faculty and staff on mutual concerns, especially in the schools with Spanish speaking students. We would be happy to work with advanced work classes and planning or planners.

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THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

SUPERINTENDENT OF SCHOOLS
BOSTON

APR 29 1 31 PM '85

BOSTON PUBLIC SCHOOLS
BOSTON LATIN ACADEMY

ROBERT B. BINSWANGER
Head Master
DORIS O. JONES
JAMES J. ZANCR
Assistant Headmasters

April 25, 1985

TO: Robert Spillane,
Superintendent

FR: Robert Binswanger
Head Master

RE: Response to Marshall Simonds
memo dated April 23, 1985

Attached are responses to the three questions asked by the Court with regard to Latin Academy and its student support services. Not a great deal of attention was given to the normal services as it was assumed that they are known and understood. Beginning in September, 1983 the Latin Academy has been focussing on the issues of retention. I have added two charts below that indicate the actual numbers of discharges. Contrary to the press accounts, or the monitor's reports, the Latin Academy has a balanced record of discharges and as you will note a decreased number in just one year between 1983-84 and 1984-85. our record with Hispanics is quite positive as well as strongly supportive. This is equally so of our record with other minorities.

LATIN ACADEMY [% 1983-4 % 1984-5]

GRADE	BLACK		WHITE		ASIAN		HISPANIC	
7	12/114	8/	26/141	17/159	0/14	1/33	3/12	1/24
8	8/80	6/	20/150	9/119	1/25	2/13	7/16	1/6
9	21/108	10/	39/134	22/149	5/37	3/33	6/13	2/20
10	19/82	4/	27/104	11/93	2/25	0/31	5/6	1/4
11	3/57	3/	8/89	4/75	2/12	1/22	1/6	0/1
12	1/38	1/	1/74	0/79	0/13	0/10	0/2	0/5

NUMBER OF DISCHARGES/TOTAL NUMBER OF STUDENTS

NATURE OF SUPPORT SERVICES CURRENTLY PROVIDED

Revised Counselling Program : Emphasis was shifted from meetings with groups of students (8-10) to individual meetings with students stressing personalized attention. Record keeping was improved. Parent contacts tripled. Greater and more intensive coordination with teaching faculty regarding individual pupils. Staffing changes were effected with high quality performance.

Private Foundation Supported Summer Program : A special summer school organized for students who failed courses in Latin, English or Math in their first or 7th grade year that placed special emphasis on the curriculum but with individual attention and small class student:teacher ratio. Transportation was supplied by the Boston Public Schools.

Tutorial Program : Upper-level students with honor grades in the subject areas of Latin, Math, English, supervised by a faculty member drawn from each of the three disciplines. Over 250 students have received tutorial assistance. Teachers write up the specific area of need and the supervisors help prepare the tutors to deal with the prescription.

Student Study Skills Workshop : The Academy offered a Saturday morning workshop on homework preparation and study skills to the parents in early November. A how-to-study booklet was prepared; the program advertised in announcements to the home. Teachers, students, high school graduates participated in a series of small group discussions that focussed on adjusting to a classical course of study. Subjects covered: Math,Latin, Science, English.

Short Term : In order to obtain a quick assessment of new students especially those that may have serious trouble in certain subjects the Academy organized a first term of 8 weeks so that a first report card and follow-up parent conferences could be held by the first week of November.

Teacher Advisors : In order to assist in the adjustment and speedy orientation of new students each faculty and/or staff member was assigned 5-7 new pupils as advisees for the first eight weeks of the new school year. Each teacher was asked to meet with new students two or three times to monitor the student's adjustment to the Academy and to provide advice where appropriate.

New Student Visitations : Personal letters are sent all invitees who have passed the examination and received assignments to the Academy urging the parent(s) and child to visit the Academy and attend classes, visit with teachers, meet the Head Master and obtain a sense of the school and its operation.

Adult Tutorial : A combination of college interns, retired teachers and School Volunteers meet on a regular basis with 2-3 pupils in focussed tutorial sessions in Latin, Math and English.

NATURE OF SUPPORT SERVICES CURRENTLY PROVIDED - page two

Home Contact : Increase use of telephone by classroom teachers to contact parents/guardians directly on such items as tardiness, absence, failure to complete homework and poor performance in class.

Mid-Term Evalutions : Notices to parents/guardians of students failing coure(s) to provide information on the fact that course record at mid-point is failing and information on ways and means to improve performance.

Department Head Reviews ; Individual student review for those failing courses beginning with the second term grades and plan of action developed by Department to attack the problems. Students are provided individualized prescriptions for improvement in conjunction with classroom teacher and guidance counselor.

Faculty : Awareness and sensitivity to students in need of aid and the offer of after-school special help. This is a voluntary activity practiced by more than 30 faculty members.

Summer Orientation : Two 2-week sessions to introduce new students to the type of class work expected, the nature of course work to be taken, preparation of homework, and familiarization with the Academy facility and its rules and regulations.

Recruitment : Visits, made in the fall, to elementary and middle schools,with high percentages of Hispanic students to acquaint them with the examination school program and to urge them to take th examination.

Education Testing Service : Interactions begun in the fall of 1983 to introduce an examination in Spanish for students from Hispanic backgrounds. Meetings, correspondence and conferences have been in process with the support of the Deputy Superintendent.

Espanol : The introduction of a new course for students from Spanish-speaking families that emphasizes grammar, literature and Hispanic civilization to complement the already existing facility in oral expression.

Staff Recruitment : The active search for competent and qualified minority staff to serve as regular instructors but in addition, to act as "role models" for students in the subject of computers, mathematics, modern languages and science.

Direct Home Contact by Letter : Communications to the family/ guardians during the year, especially between the 2nd,3rd and 4th terms, to provide a status report on the student in terms of his/her academic standing and or attendance record.

Departmental Balance/Integration : Successful effort to add minority staff to previously all-white departments in English, Mathematics and Foreign Languages. Search for a Latin teacher has not as yet met with success but would be a significant addition to the staff.

NATURE OF SUPPORT SERVICES CURRENTLY PROVIDED

Generic Teacher: The teacher assigned to work with special education plays an instrumental role in the plans and programs to attack retention and remediation. She serves as a counter to the formal counseling provided by guidance and she offers personal contact on a daily basis to students having adjustment problems with classroom performance. She follows up all cases by communications with the family. These services are provided in addition to the regular functions of the Generic Teacher.

Curriculum change: To improve the skills and basic knowledge of incoming students and to afford them greater opportunities for oral as well as written expression a new course has been introduced this year titled Speech and Composition. It meets five times a week and is mandatory for all 7th graders. Two days a week are devoted to oral expression in terms of memorization, debate and public speaking. Three days a week are devoted to writing and each student completes a theme per week which is corrected in three days by a group of skilled volunteers and returned to the teacher for discussion with the student.

Faculty - Parent Communication: The faculty engages in a variety of means and methods of direct contact with the home on a full spectrum of issues including tardiness, attendance, poor performance, homework, honor roll, academic achievements, and awards or honors. The parent/guardian are urged to visit the Academy for meetings and discussions with teachers and staff.

EFFECTIVENESS OF CURRENT PROGRAMS

To the best of our evidence to date all of the listed support services are proving effective, or conversely, we have no evidence that any one in particular has a negative or even a neutral impact on student retention. In the majority of cases, the services were introduced for the first time this year, or the services were so deeply revised that they represent new emphases, and thus we do not feel that we can offer empirical evidence with regard to overall effectiveness. For example, it is still too early in the year to fully and fairly assess the specific value of the varied tutorial efforts. Similarly, we cannot assess the impact of the introduction of Espanol, a course offering only in effect seven months, and the same is true of the Teacher Advisors, Department Head Reviews, Revised Counselling and Workshops but we have anecdotal comments and informal evaluations to indicate that both individually and in the aggregate the new and revised support services are starting to have a positive effect on the studentsin the Academy.

Latin Academy (continued)

IDENTIFICATION OF PROGRAMS OR FUNDING

In 1984 the graduating class had 123 students; the in-coming 7th grade had over 310 students. Although the Academy is moving to a senior class size of 200 the disparity between Class VI(7th grade) and Class I(12th grade) makes for a disproportionatethe regular load for counselors. The counselor serving Grade VI and V serves over 500 pupils: an impossible task. We need an additional qualified, competent counselor: one skilled in the problems of retention and working with classroom teachers.

A corollary is the need, expressed in each visit of the monitors, for clerical assistance so that the current counseling staff(3) would have more time to work directly with students, better planning for appointments and scheduling, and improved maintenance of records with the additidn of clerical help for guidance.

The hiring of a Latin teacher, to act as an auxilliary, working with small groups of students having trouble, or with individual students, but offering direct and continuing support to students in jeopardy.

The addition of an English teacher skilled in grammar instruction and the the implementation of basic skills in order to work with small groups of students to see that they have an equal foundation for the learning of both Latin and English.

HEADMASTER QUESTIONNAIRE --BOSTON TECHNICAL HIGH

1) Describe the success of summer school and pre-school diagnostic efforts to identify students in need of support services.

2) How many students have been serviced through the peer tutoring program?

3) How many students have been serviced through the Direct Student Services Collaborative?

4) Are there any indicators that demonstrate the success of these support services in improving student performance and decreasing drop-out rates? Please describe.

5) How have study skills been infused into the classroom?

6) What steps have been taken to develop a uniform exit interview for students leaving Boston Technical High before graduation (in order to collect information on the reasons why students leave school)? What process will be employed to use this information to develop additional strategies to retain students?

7) What has been done to identify and change staff attitudes that discourage minority students from attendance at BTH?

8) Is one ESL teaching position sufficient to provide necessary services to all LEP students at Boston Technical High? Please explain.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
BOSTON TECHNICAL HIGH SCHOOL

CHRISTOPHER P. LANE
Head Master

April 4, 1985

TO: State Board of Education
FROM: Christopher P. Lane
RE: Responses to Questionnaire

1. See attachments for Orientation Information

2. Peer Tutoring Program
Five peer tutors work Tuesday-Thursday in conjunction with our after school program. Each student tutors 3-5 students regularly. Because some students come for tutoring irregularly, it is difficult to place an exact number on the number of students services. Approximately 30-40 students stay for tutoring and/or participate in our after school program each day. The majority of the students receive assistance in math. We have four teachers involved in the after school tutoring program.

3. We have 7 social workers/psychologists working with us through the Human Services Collaborative Each carries a case-lad of 5-7 clients. Some students are counselled and cases are terminated, thus their is a turnover of students. Approximately 50 students have received regular/formal services through this program. The peer counselling program is more informal and because of the confidentiality among the peer counselors and students, exact numbers are difficult to provide.

4. We believe that that improvement of attendance, attitude toward school, increased motivation and improvement in school work are positive indicators of the success of this program.

5. Study skills were focused upon during the freshman orientation and inservice/staff development projects have increased the teachers' awareness of the importance of infusing study skills in each academic class.

6. The Headmaster conducts the exit interviews and attempts to asertain the expectations of the student, his fit within the school and the reason for his/her departure.

7. Department Heads have met individually with staff members who may seem to display some insensitivitiy to the needs of minority students. We have also had guest speakers and social service providers make presentations to the faculty regarding the diverse needs of our students.

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8. At the present time, 1 ESL teacher is sufficeint.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
BOSTON TECHNICAL HIGH SCHOOL

CHRISTOPHER P. LANE
Head Master

TO: Superintendent Spillane
FROM: Christopher P. Lane
RE: Support Services

Christopher P Lane

The following Support Services are in place at Boston Technical High School.

HUMAN SERVICE COLLABORATIVE

We have 7 part time social workers/psychologists working with Boston Tech. students. The Collaborative has been extremely successful this year and over 50 students have received services. Although funding was not an issue this year due to the involved agencies' ability to donate much of the counselors time, we anticipate that many of the services will be discontinued unless some funding becomes available.

AFTER SCHOOL TUTORING PROGRAM

Remediation and tutoring services are offered to students 3 days per week on an after school basis. The success of this program is marginal due to the fact that many students in need of assistance are hesitant about staying after school. This program is funded through our 636 grant.

SUMMER ORIENTATION FOR INCOMING STUDENTS

All incoming students are invited to attend our one week summer orientation program. Last year approximately 230 students attended and the program was extremely successful. Students were tested in math, reading and writing. They also completed a psychological survey and a career interest inventory. Study skills workshops were offered and a critical thinking through writing program was introduced. This project is also funded through our 636 grant.

PIC PROGRAM

This year a PIC Job Developer was assigned to Boston Technical High School and we have been able to provide job counseling and placement to many students. Due to budgetary constraints, we are unsure as to whether this person will be funded next year.

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GUIDANCE SERVICES

We currently have three guidance counselors who provide academic counseling to Tech. students. Each counselor has a case load of approximately 350 students. It is obvious that this case load makes it impossible for students to receive comprehensive and continual counseling. We would request that a forth counselor be assigned to Boston Technical High School.

ESL PROGRAM

Currently, we have one ESL teacher to service approximately 30 Asian students. We anticipate a growing Hispanic population and it is likely that we will need an additional ESL teacher to service this population.

U. MASS GIFTED AND TALENTED HISPANIC PROGRAM

This support program provides both counseling and academic assistance to Hispanic Youths at Boston Technical. The program has been highly successful and we hope more youths will become involved in it next year. The District IX Office has made a commitment to provide some funding for the program and we have committed a portion of our 636 grant to support the continuation of this project.

In general, the entire faculty makes a real effort to provide supports for students. Informal counseling, special after school activities and trips are available to students on an ongoing basis. Through a variety of staff development projects, we have attempted to make our staff more aware of the diverse and unique needs of our students and we feel that our staff has been responsive to those needs.

FOLLOW UP SURVEY OF STUDENTS AT BOSTON'S EXAMINATION SCHOOLS

Spring, 1985

Introduction

Last year Department of Education staff interviewed 135 current and former students at the examination schools as part of their mandate to monitor court orders relating to high attrition rates among Black and Hispanic students. The results of the survey showed a serious lack of support services at each of the schools, and as well a perception that some school staff were discouraging or even hostile.

The administrators of each of the examination schools pledged to improve the quality and quantity of support services, and to ensure, to the extent possible, that all school staff approached their students with respect and a commitment to their education.

This year, Departmental monitors returned to the exam school students they had interviewed previously, to determine whether students perceived any changes. We talked only to exam school students who had been included in last year's sample.

Summary

The general impression is that things have improved at all three schools, but much remains to be done. The students conveyed a more favorable attitude toward school personnel, perceiving them to be more committed to helping students -- although, as before, certain teachers were singled out for demeaning students and for "not trying to help you understand." A majority of the students believed that more assistance was available this year than previously, and a higher proportion of students reported receiving help than they did last year. The students' major complaint was that there aren't enough tutors; many students who want help are simply told there's not enough to go around.

The students in this years' survey are "survivors". Last year we interviewed "drop outs" as well -- the students who hadn't found assistance in time. It must be emphasized that not all the students in our original sample survived. In the year since we had interviewed them, 19% of the original sample had "dropped out," from their exam school because they were failing badly.

Methodology

Each of the three exam schools received a copy of the list of names submitted to it last year, when the DOE monitors conducted the first round of student interviews. The combined lists contained 113 names of students. Sixty four students were interviewed (57%). Twenty-one students (19% of the original list) had "dropped out" in the year since the list was developed; that is, they had transferred to another Boston school or left school entirely because they were failing. The other 24% had graduated, moved or were absent on the days the interviews were conducted. (See Table 1)

The purpose of the survey was to determine whether the students we talked with last spring believed changes had occurred in their schools during the intervening year and, if so, what kind. The questionnaire was short, and its focus was assistance for students experiencing trouble at school. A copy of the questionnaire is attached.

The results for coded questions are presented in Table 2. The results are reported in two ways: by school and by racial group. Two racial/ethnic categories were used: White/Asian, and Black/Hispanic/other. These categories correspond to those used, by court order, when assigning students to the exam school. Some of the informative answers to open-ended questions are included in the text.

Counselors

The majority (58%) of the students interviewed said they had met with their counselor at least once during the '84-'85 school year. The highest percentage was at Latin Academy (72%), and the lowest at Tech (27%). A slightly higher percentage of minority students reported seeing their counselor than did White/Asian students (61% vs. 52%). Of these students, a much higher percentage of minority students reported seeing their counselor more than once than did White/Asian students (92% vs. 54%).

A majority of those students who had met with their counselors reported that their meetings were helpful (68%). Minority students tended to find the meetings helpful at a higher rate than White/Asian students (72% vs. 58%). "Helpfulness" included information (about colleges, tests, etc.), referrals and just talking. A Boston Latin School student said "if you needed a tutor, the counselor would get you one." A student from Boston Latin Academy said "we just talk about things, things I need to talk to someone about -- my family."

Although students who did not find their sessions with counselors helpful were in the minority, they also tended to have more to say. "I don't get anything out of it -- they just help you get ready for college [Boston Latin School]." "They don't deal with problems, just college....I was given no guidance for choosing between the history or computer track, and don't know if I made the right choice. [Boston Latin School]" An 8th grader from Boston Latin Academy said

"They just ask you a few questions like 'What are your favorite subjects?....Hobbies?' then give you a rap about studying. Mine told me to ask kids in study hall for tutoring -- but you aren't supposed to talk in study hall. One discouraged student at Tech said "I don't listen to mine anymore -- doesn't have time for me."

It should be stressed that 42% of the students we interviewed had not seen their counselors at all-- and some said they hadn't seen a counselor in several years. A Boston Latin School student said "I just met my counselor at the orientation last year -- one time in two years." A student from Boston Latin Academy reported that she had never seen her counselor -- "you don't, except when you're failing. I'm not failing but I would like to be doing better." Another student from the same school had never seen a counselor or advisor; he had had trouble with pre-algebra last year and was now failing algebra. "My teacher just tells me to try harder."

We asked all students -- those who had seen a counselor and those who hadn't -- to compare their experience with counselors this year. The majority of students responded that it was the same. At Boston Latin School and Boston Latin Academy the remaining students split fairly evenly between "better" and "worse." No students at Tech said things were better this year. Similarly, a majority of both minority and White/Asian students students replied "same," and a slightly higher percentage of minority students than White/Asian said their situation was better.

Trouble with School

When we asked students whether they had had any trouble with school this year, half said yes and half, no. The lowest proportion of students reporting trouble was at Tech (36%) and the highest was at Boston Latin Academy; the Boston Latin School students split evenly.

There was a significant difference in these responses when analyzed by race. A majority (61%) of Black and Hispanic students said they had experienced trouble, but only a minority (30%) of White/Asian students said they had.

The types of problems reported by students were generally the same as those identified last year: difficulty with classes, troubled relations with family or peers, and dissatisfaction with certain teachers. One minority student at Boston Latin School said "The teachers need to work more with students -- to show it's OK to work with them. They should change their attitudes. They talk down to students -- minorities feel as through they don't belong."

When we asked those students who had experienced problems whether they had received any help from their schools, a majority said they had. The highest proportion of affirmative answers came from Boston Latin Academy students (71%) and the lowest from Tech (50%). A majority of both racial categories said they had received help from their schools. For example, a minority student at Boston Latin Academy who was failing a class is getting help after school from his teacher (also a minority); the teacher is also the student's coach and he helps the student between school and athletic practice. This student said, "most of the teachers seem nice, as though they want to help -- that's important, it makes the students try harder."

Among those students reporting that they had not received help, the overwhelming complaint was lack of access to tutors; there did not seem to be any significant difference among the schools. A 10th grader at Boston Latin School who had asked for a tutor said "They refused -- you have to be a freshman or below to get help." Another student from the same school said "You can't get tutors after the beginning of the school year -- they're all scheduled. I tried to get tutors the past two years but didn't bother this year." Another student said "By the time I found out that I needed help all the tutors were taken. I did manage to obtain tutoring assistance from a teacher at my old middle school." Responses from Boston Latin School students were essentially the same.

Finally, we asked all students whether they believed the situation at their school with regard to provision of assistance had improved, remained the same, or worsened. The highest proportion of students perceiving improvement was at Tech (36%), with 29% at Latin School and 24% at Latin Academy. Except at Tech, the majority of students perceived that the situation was unchanged. There was virtually no difference in the responses of minority and White/Asian student.

A Tech student, for example, said "more teachers are asking students about problems, etc; they are more probing and helpful." A Boston Latin School students said that a school administrator had "offered to be a person I could talk to, and has been helpful; I've gone a few times to talk." One older student at the same school said "the tutoring is better -- there's a lot more than when I came here."

EXAMINATION SCHOOL SURVEY STUDENTS

	TOTAL OF 3 SCHOOLS	TECH	BLA	BLS
INTERVIEWED	64	11	25	28
"LEAVERS"	21	6	6	9
GRADUATED	7	5	2	-
MOVED	6	1	3	2
ABSENT	12	6	4	2
OTHER	3	1	1	1
TOTAL LIST	113	30	41	42

RESPONSES TO SURVEY OF EXAMINATION SCHOOL STUDENTS

DEPARTMENT OF EDUCATION, SPRING 1985

STUDENTS IN SURVEY

	Tech	Latin Academy	Latin School
White and Asian	4	9	10
Black, Hispanic & Other	7	16	18
Female	7	12	14
Male	4	13	14
Grades 7/8	0	9	2
Grades 9/10	11	10	4
Grades 11/12	15	7	6

TRANSPORTATION

What is your usual method of getting to and from school?

Bus	29	MBTA	28
Car	6	Walk	1
Other	0		

How has it been this year?

	Tech	Latin Academy	Latin School
Good	7	13	12
OK	3	10	14
Bad	1	2	2

Compare it with your previous years here

	Tech	Latin Academy	Latin School
Better	3	7	6
Same	6	15	18
Worse	2	3	4

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RESPONSES TO SURVEY OF EXAMINATION SCHOOL STUDENTS
DEPARTMENT OF EDUCATION, SPRING 1985

COUNSELORS

Have you met with your counselor this year?

	Tech	Latin Academy	Latin School
Yes			
# of Students	3	18	16
% of School	27.27	72.00	57.14
No			
# of Students	8	7	12
% of School	72.72	28.00	42.85

	Black/Hispanic/Other Minority	White/Asian
Yes		
# of Students	25	12
% of Racial Group	60.97	52.17
No		
# of Students	16	11
% of Racial Group	39.02	47.82

If you have met with your counselor, how often?

	Tech	Latin Academy	Latin School
Once			
# of Students	2	5	0
% of School	66.66	27.77	0.00
Twice or More			
# of Students	1	13	15
% of School	33.33	72.22	100.00

	Black/Hispanic/Other Minority	White/Asian
Once		
# of Students	2	5
% of School	8.00	45.45
Twice or More		
# of Students	23	6
% of School	92.00	54.54

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RESPONSES TO SURVEY OF EXAMINATION SCHOOL STUDENTS
DEPARTMENT OF EDUCATION, SPRING 1985

COUNSELORS (cont)

If you met with your counselor, how would you describe the meetings?

	Tech	Latin Academy	Latin School
Helpful			
# of Students	2	13	10
% of School	66.66	72.22	62.50
Neutral			
# of Students	0	2	4
% of School	0.00	11.11	25.00
Not Helpful			
# of Students	1	3	2
% of School	33.33	16.66	12.50

	Black/Hispanic/Other Minority	White/Asian
Helpful		
# of Students	18	7
% of Racial Group	72.00	58.33
Neutral		
# of Students	3	3
% of Racial Group	12.00	25.00
Not Helpful		
# of Students	4	2
% of Racial Group	16.00	16.66

ALL STUDENTS

[All Students:] How would you compare your interaction with counselors this year compared with your experience in previous years

	Tech	Latin Academy	Latin School
Better			
# of Students	0	7	10
% of School	0.00	28.00	35.71
Same			
# of Students	8	11	14
% of School	72.72	44.00	50.00
Worse			
# of Students	3	7	4
% of School	27.27	28.00	14.28

RESPONSES TO SURVEY OF EXAMINATION SCHOOL STUDENTS
DEPARTMENT OF EDUCATION, SPRING 1985

COMPARE INTERACTION WITH COUNSELORS (cont)

	Black/Hispanic/Other Minority	White/Asian
Better		
# of Students	12	5
% of Racial Group	29.26	21.73
Same		
# of Students	21	12
% of Racial Group	51.21	52.17
Worse		
# of Students	8	6
% of Racial Group	19.51	26.08

Of the 27 students who said they had not met with their counselors this year

0	said their situation was better than last year
16	said their situation was the same as last year
11	said their situation was worse than last year

TROUBLE WITH SCHOOL

Have you had any trouble with school this year?

	Tech	Latin Academy	Latin School
Yes			
# of Students	4	14	14
% of School	36.36	56.00	50.00
No			
# of Students	7	11	14
% of School	63.63	44.00	50.00

RESPONSES TO SURVEY OF EXAMINATION SCHOOL STUDENTS

DEPARTMENT OF EDUCATION, SPRING 1985

TROUBLE WITH SCHOOL (cont)

	Black/Hispanic/Other Minority	White/Asian
Yes		
# of Students	25	7
	60.97	30.43
No		
# of Students	7	16
% of Racial Group	39.02	69.56

(If you did have trouble), did you get any help from the school?

	Tech	Latin Academy	Latin School
Yes			
# of Students	2	10	9
% of School	50.00	71.42	64.28
No			
# of Students	2	4	5
% of School	50.00	28.57	35.71

	Black/Hispanic/Other Minority	White/Asian
Yes		
# of Students	16	5
% of Racial Group	64.00	71.42
No		
# of Students	9	2
% of Racial Group	36.00	28.57

RESPONSES TO SURVEY OF EXAMINATION SCHOOL STUDENTS

DEPARTMENT OF EDUCATION, SPRING 1985

GENERAL PERCEPTIONS OF SCHOOL

Would you compare this year to your previous years here with regard to the overall assistance situation?

	Tech	Latin Academy	Latin School
Better			
# of Students	4	6	8
% of School	36.36	24.00	28.57
Same			
# of Students	4	16	15
% of School	36.36	64.00	53.57
Worse			
# of Students	3	3	5
% of School	27.27	12.00	17.85

	Black/Hispanic/Other Minority	White/Asian
Better		
# of Students	12	6
% of Racial Group	29.26	25.00
Same		
# of Students	22	13
% of Racial Group	53.65	56.52
Worse		
# of Students	7	4
% of Racial Group	17.07	17.39

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FOLLOW-UP QUESTIONNAIRE FOR EXAM SCHOOL STUDENTS

Student Code________

School: BLA BLS TECH

Last year someone from the department of Education interviewed you about your experiences here at ________ School. Your answers were kept confidential, but they were used to write a report that was submitted to the State Board of Education and the U.S. District Court.

We'd appreciate it if you would help us once again. We want to compare this year (the one that began in September) at ________ School to the previous years here — to find out whether you think there have been any changes.

1. Grade in School 7 8 9 10 11 12

2. Sex Male Female

3. Race Black Hispanic Asian American Indian White

4. Transportation to and from school

4a. What is your usual method of getting to and from school?

schoolbus MBTA private car walk other

4b. This year, has it been: good OK bad?

4c. Comments

4d. Compare it with your previous years here:

better same worse

5. Counselors

5a. Have you met with your counselor this year? Y N

(IF YES)

5b. How often? 1 2 3 4+

5c. How would you describe the meeting(s)?

helpful neutral not helpful

5d. Comments

(IF NO)

5e. Do you have any explanations/comments?

(ALL STUDENTS)

5f. How would you compare your interaction with counselors
this year with your experience in previous years?

better same worse

5g. Comments

6. Have you had any trouble with school this year? Y N

(probes: trouble with classes, health, family, discipline,
people at school)

(IF NO: go to question #7)

(IF YES)

6a. Could you describe the trouble?

6b. Did you get any help from the school? Y N

(IF YES)

6c. Would you describe what happened?
(Prompts: kind of help, from whom, when, where)

6d. Was your situation improved?

(IF NO)

6e. Do you think there is anything the school could do
(could have done) to help?

7. Would you compare this year to your previous years here
at _____ School with regard to the overall assistance situation?
(tutoring, counseling, etc.)

better same worse

7a. Comments

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SPECIAL DESEGREGATION MEASURES

EXAMINATION SCHOOL REPORT

PROFESSIONAL STAFF QUESTIONNAIRE

RESPONDENTS

RACE/SEX	BLS		BLA		BTH	
NOT IDENTIFIED	5	13%	4	23.5%	10	30.3%
WHITE FEMALES	8		7		3	
WHITE MALES	15	61%	5	70.5%	19	66.6%
BLACK FEMALES	5		0		0	
BLACK MALES	4	24%	1	6%	0	
OTHER MINORITY FEMALES	1		0		0	
OTHER MINORITY MALES	0	2%	0		1	3%
TOTALS=	38	–	17		33	=88 GRAND TOTAL

TOTAL PROFESSIONAL STAFF

	BLS		BLA		(NON-ADMINISTRATIVE ONLY) BTH	
WHITE FEMALES	22		30		7	
WHITE MALES	89	85.4%	33	83%	45	81.3%
BLACK FEMALES	10		5		9	
BLACK MALES	5	11.5%	7	15.7%	3	18.7%
OTHER MINORITY FEMALES	1		1		0	
OTHER MINORITY MALES	1	3.1%	0	1.3%	0	0%
	130		76		64	= 270 Grand Total

Tech-

6

QUESTIONNAIRE FOR TEACHERS AND OTHER PROFESSIONAL STAFF REGARDING THE RETENTION OF BLACK AND HISPANIC STUDENTS

SAMPLE FORM

ALL RESPONSES TO QUESTIONS WILL REMAIN STRICTLY CONFIDENTIAL. DO NOT PUT YOUR NAME ON THIS QUESTIONNAIRE.

RACE W

SEX M

YEARS AT SCHOOL 18

1. PLEASE IDENTIFY THE PROBLEMS WHICH YOU BELIEVE MOST AFFECT THE RETENTION OF BLACK AND HISPANIC STUDENTS AT YOUR SCHOOL. BE CANDID AND SPECIFIC.

Not enough Technical Electives for Gr. 11-12

2. OVERALL WHAT CHANGES (WITHIN THE LAST TWO YEARS) HAVE YOU OBSERVED IN THE AVAILABILITY OF SUPPORT SERVICES FOR BLACK, HISPANIC AND OTHER MINORITY STUDENTS. CITE SPECIFIC EXAMPLES.

More than enough.

3. HAVE YOU BEEN PERSONALLY INVOLVED IN PROVIDING SERVICES SPECIFICALLY FOR THE RETENTION OF BLACK AND HISPANIC STUDENTS? (EXAMPLES: TUTORING, COUNSELING, SUMMER ORIENTATION, PARENT INVOLVEMENTS, BEFORE - OR AFTER - SCHOOL ASSISTANCE, ETC.)

PLEASE DESCRIBE YOUR INVOLVEMENTS.

I provide services to students of all Racial & etnic Backgrounds

4. HAVE YOU OBSERVED OTHER SERVICES, STAFF, OR PROGRAMS WHICH CONTRIBUTE TO THE IMPROVED ACADEMIC PERFORMANCE OF BLACK AND HISPANIC STUDENTS?

PLEASE SPECIFY.

Yes

5. AS A RESULT OF YOUR PREVIOUS RESPONSES WHAT PROGRAMMATIC, STAFFING, OR OTHER CHANGES WOULD YOU RECOMMEND TO FURTHER IMPROVE THE RETENTION OF BLACK AND HISPANIC STUDENTS? BE SPECIFIC.

To preserve the Boston Public school system I feel it is more important at this time to preserve white StudentS.

PLEASE RETURN ALL QUESTIONNAIRES TO THE OFFICE FOR PICK-UP BY MASSACHUSETTS DEPARTMENT OF EDUCATION STAFF ON APRIL 16 BETWEEN 8:00 - 10:00.

SURVEY OF EXAMINATION SCHOOL TEACHERS
Massachusetts Department of Education
Spring 1985

SUMMARY OF TEACHERS WHO RESPONDED TO THE SURVEY

SCHOOL BY RACE

	TECH	LATIN ACADEMY	LATIN SCHOOL
White	22	12	23
Black	0	1	9
Other Min	1	0	1
Did Not Indicate	10	4	5

SCHOOL BY SEX

	TECH	LATIN ACADEMY	LATIN SCHOOL
Male	23	7	19
Female	3	7	14
Did Not Indicate	7	3	5

SCHOOL BY YEARS OF SERVICE

	TECH	LATIN ACADEMY	LATIN SCHOOL
1 - 5 years	11	7	15
6 - 10 years	2	1	7
11 - 15 years	3	4	4
16 - 20 years	8	2	6
21+ years	2	0	3
Did Not Indicate	7	3	3

RACE BY YEARS

	WHITE	BLACK	OTHER MIN	DID NOT INDICATE
1-10 yrs	28	9	2	4
11-20 yrs	22	1	0	4
21+ yrs	5	0	0	0
Did Not Indicate	2	0	0	11

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QUESTION #1: FACTORS AFFECTING RETENTION

Staff were asked to list the problems they believed most affected the retention of Black and Hispanic students at their own schools. Many staff listed more than one problem; the percentages indicated below reflect the total number of responses from staff

RESPONSES FROM ALL SCHOOLS

PROBLEM	# OF RESPONSES	% OF TOTAL RESPONSES
poor preparation/poor study skills	50	30.67
lack of appropriate parent,home,community values/support	32	19.63
absenteeism,tardiness	10	6.13
staff insensitivity/racism, lack of training	9	5.52
inappropriate admissions standards	6	3.68
barriers faced by LEP students	6	3.68
lack of academic/counseling support in exam school	8	4.90
poor student attitudes/motivation, low self-esteem	37	22.69
observed no problems	5	3.06
no response	3	

RESPONSES BY SCHOOL

PROBLEM	TECH	BLA	BLS
poor preparation/poor study skills	14	9	27
% of School Total	25.92	25.71	36.48
lack of appropriate parent,home,community values/support	8	9	15
% of School Total	14.81	25.71	20.27
absenteeism,tardiness	8	1	1
% of School Total	14.81	2.85	1.35
staff insensitivity/racism, lack of training	1	1	7
% of School Total	1.85	2.85	9.45
inappropriate admissions standards	0	1	5
% of School Total	0.00	2.85	6.75
barriers faced by LEP students	2	3	1
% of School Total	3.70	8.57	1.35
lack of academic/counseling support in exam school	4	2	2
% of School Total	7.40	5.71	2.70
poor student attitudes/motivation, low self-esteem	14	8	15
% of School Total	25.92	22.85	20.27
observed no problems	3	1	1
% of School Total	5.55	2.85	1.35

QUESTION #1: FACTORS AFFECTING RETENTION

Staff were asked to list the problems they believed most affected the retention of Black and Hispanic students at their own schools. Many staff listed more than one problem; the percentages indicated below reflect the total number of responses from staff

RESPONSES BY RACE

PROBLEM	WHITE	BLACK	O.MIN	NO INDIC
poor preparation/poor study skills	34	5	2	9
% of Responses from Racial Group	31.48	29.41	40.00	27.27
lack of appropriate parent,home,community values/support	21	3	1	7
% of Responses from Racial Group	19.44	17.64	20.00	21.21
absenteeism,tardiness	8	0	0	2
% of Responses from Racial Group	7.40	0.00	0.00	6.06
staff insensitivity/racism, lack of training	2	6	0	1
% of Responses from Racial Group	1.85	35.29	0.00	3.03
inappropriate admissions standards	5	0	0	1
% of Responses from Racial Group	4.62	0.00	0.00	3.03
barriers faced by LEP students	3	0	0	3
% of Responses from Racial Group	2.77	0.00	0.00	9.09
lack of academic/counseling support in exam race	5	2	0	1
% of Responses from Racial Group	4.62	11.76	0.00	3.03
poor student attitudes/motivation, low self-esteem	25	1	2	9
% of Responses from Racial Group	23.14	5.88	40.00	27.27
observed no problems	5	0	0	0
% of Responses from Racial Group	4.62	0.00	0.00	0.00

QUESTIONS 2/4: AVAILABILITY OF SUPPORT SERVICES

Staff were asked to list the support services (for Black and Hispanic students) of which they were personally aware. We tabulated the number of services listed by each respondent. Some were non-specific, such as 'many' or 'more than enough.'

RESPONSES FROM ALL SCHOOLS

NUMBER OF SERVICES LISTED	NUMBER OF STAFF	PERCENTAGE OF ALL STAFF RESPONDING
Non-specific response	8	9.09
Listed 1 or 2 services	33	37.50
Listed 3 to 5 services	34	38.63
Listed more than 6 services	4	4.54
Made no response	9	10.22

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QUESTIONS 2/4: AVAILABILITY OF SUPPORT SERVICES

Staff were asked to list the support services (for Black and Hispanic students) of which they were personally aware. We tabulated the number of services listed each respondent. Some were non-specific, such as "many" or "more than enough."

RESPONSES BY SCHOOL

NUMBER OF SERVICES LISTED	TECH	LATIN ACADEMY	LATIN SCHOOL
Non-specific responses	5	0	3
% of school	15.15	0.00	7.89
Listed 1 or 2 services	10	9	14
% of school	30.30	52.94	36.84
Listed 3 or more services	17	4	17
% of school	51.51	23.52	44.73
Made no response	1	4	4
% of school	3.03	23.52	10.52

RESPONSES BY RACE

NUMBER OF SERVICES LISTED	WHITE	BLACK	OTHER MIN	DID NOT INDICATE
Non-specific responses	4	2	0	2
% of school	7.01	20.00	0.00	10.52
Listed 1 or 2 services	16	7	1	9
% of school	28.07	70.00	50.00	47.36
Listed 3 or more services	29	1	1	7
% of school	50.87	10.00	50.00	36.84
Made no response	8	0	0	1
% of school	14.03	0.00	0.00	5.26

QUESTION 3: EXTENT OF PERSONAL INVOLVEMENT IN SUPPORT SERVICES

Staff were asked to describe their involvement, if any with support services for Black and Hispanic students.

RESPONSES FROM ALL SCHOOLS

EXTENT OF INVOLVEMENT	NUMBER OF STAFF	PERCENT OF ALL RESPONDENTS
Made no response	9	10.22
No personal involvement	17	19.31
Informal personal involvement	29	32.95
Formal involvement in a program(s)	33	37.50

INVOLVEMENT BY SCHOOL

EXTENT OF INVOLVEMENT	TECH	LATIN ACADEMY	LATIN SCHOOL
Made no response	5	3	1
% of school	15.15	17.64	2.63
No personal involvement	8	2	7
% of school	24.24	11.76	18.42
Informal personal involvement	8	9	12
% of school	24.24	52.94	31.57
Formal involvement in a program(s)	12	3	18
% of school	36.36	17.64	47.36

INVOLVEMENT BY RACE

EXTENT OF INVOLVEMENT	WHITE	BLACK	OTHER MIN	DID NOT INDICATE
Made no response	6	0	0	3
% of racial group	10.52	0.00	0.00	15.78
No personal involvement	12	0	1	4
% of racial group	21.05	0.00	50.00	21.05
Informal personal involvement	17	5	1	6
% of racial group	29.82	50.00	50.00	31.57
Formal involvement in a program(s)	22	5	0	6
% of racial group	38.[illegible]	50.00	0.00	31.57

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RECOMMENDED CHANGES

Staff were asked to describe the programmatic, staffing or other changes they would recommend to improve the retention of Black and Hispanic students. Many staff listed more than one problem; the percentages indicated below reflect the total number of responses from staff.

RESPONSES FROM ALL SCHOOLS

RECOMMENDATIONS	# OF RESPONSES	% OF TOTAL RESPONSES
counseling, curriculum, organizational changes	35	28.22
improve academic preparation	16	12.90
staff training, changes, redeployment	18	14.51
more appropriate admissions standards	9	7.25
outreach to increase parental involvement	19	15.32
other	6	4.83
no response/no changes needed	21	16.93

RECOMMENDATIONS BY SCHOOL

RECOMMENDATIONS	TECH	LATIN ACADEMY	LATIN SCHOOL
counseling, curriculum, organizational changes	9	9	17
% of school	22.50	39.13	27.86
improve academic preparation	7	1	8
% of school	17.50	4.34	13.11
staff training, changes, redeployment	2	4	12
% of school	5.00	17.39	19.67
more appropriate admissions standards	3	0	6
% of school	7.50	0.00	9.83
outreach to increase parental involvement	6	3	10
% of school	15.00	13.04	16.39
other	4	0	2
% of school	10.00	0.00	3.27
no response/no changes needed	9	6	6
% of school	22.50	26.08	9.83

QUESTION #5: RECOMMENDED CHANGES

Staff were asked to describe the programmatic, staffing or other changes they would recommend to improve the retention of Black and Hispanic students. Many staff listed more than one recommendation; the percentages indicated below reflect the total number of responses from staff.

RECOMMENDATIONS BY RACE

RECOMMENDATIONS	WHITE	BLACK	OTH MIN	DID NOT INDICATE
counseling, curriculum, organizational changes	25	2	1	2
% of racial group	29.76	14.28	33.33	8.69
improve academic preparation	13	0	0	0
% of racial group	15.47	0.00	0.00	0.00
staff training, changes, redeployment	12	3	1	3
% of racial group	14.28	21.42	33.33	13.04
more appropriate admissions standards	7	1	0	1
% of racial group	8.33	7.14	0.00	4.34
outreach to increase parental involvement	12	4	1	4
% of racial group	14.28	28.57	33.33	17.39
outreach to increase parental involvement	4	1	0	1
% of racial group	4.76	7.14	0.00	4.34
no response/no changes needed	11	3	0	7
% of racial group	13.09	21.42	0.00	30.43

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TEACHER QUESTIONNAIRE

In order to provide more comprehensive information regarding the high attrition rate of Black and Hispanic students at the examination schools monitors developed a questionnaire designed to solicit information from examination school faculty on the causes and remedies for this attrition.

The questionnaire consists of five questions regarding the retention of Black and Hispanic students covering:

1.) Major problems affecting retention
2.) Changes in services provided in the last two years
3.) Personal involvement in services and other forms of help
4.) Other services or staff observed
5.) Recommendations for additional improvements

GENERAL FINDINGS - TEACHER QUESTIONNAIRE

Because of time constraints, monitors have only been able to provide limited and general analysis of questionnaire results to date.

Professional staff responses to the questionnaire varied considerably. Some professional staff chose not to respond at all; some chose to respond with one word responses or not to respond to certain questions (including information on race or sex). Others responded quite elaborately with insightful and specific information and suggestions. Professional staff at Boston Latin School as a whole have clearly devoted more time and effort in developing their responses, as evidenced by the length and detail of their responses in general and the organization of their return to monitors through the faculty senate. Monitors are grateful for the efforts and consideration of all who have conscientiously responded.

Question 1 - Please identify the problems which you believe most affect the retention of Black and Hispanic students at your school. Be candid and specific.

Findings: At all three examination schools, three issues consistently arose in response to this question:

		% of Responses
A)	-lack of appropriate parent, home, community values/support	19.6%

B)	-Poor student attitudes/motivation, low self-esteem	22.7%
C.	Poor preparation/poor study skills	30.7%

Included under the responses related to 'appropriate parent, home, community values/support' were:

(1) the lack of parental provision of values and educational motivation which would lead to academic success at the more rigorous examination schools;

(2) poverty and its attendant problems;

(3) family social and psychological problems;

(4) lack of a clear understanding among some minority parents of what the examination schools require of students and ways in which parents should be supportive, especially if the student is having academic problems;

(5) lack of an adequate study environment;

(6) negative peer influences.

Included under the responses related to 'poor preparation' were:

(1) lack of study skills;

(2) weak basic skills, including reading, writing and math;

(3) poor counseling resulting in uninformed educational choices and lack of information about exam school requirements.

Included under 'poor student attitudes/motivation, low self-esteem' were:

(1) unwillingness to devote the time and energy needed to succeed.

(2) lack of interest in recreational reading

(3) poor ability to cope with initial failures by working harder and better focusing on remedial problems.

Staff (particularly at Boston Technical High) also cited absenteeism and tardiness as problems associated with the retention of Black and Hispanic students. (6.1%)

In addition to these major problems, some Black (35%) and other staff (@ 5%) at both Boston Latin School and Boston Latin Academy (Boston Technical High sent no identified responses from Black staff) reported problems of staff insensitivity to the problems of Black and Hispanic students, and racist attitudes among certain faculty members.

Some staff responses (5%) indicated a lack of academic and counseling support in the exam schools as being a problem which affects Black and Hispanic retention.

Others at all three examination schools related problems in retaining Black and Hispanic students to faulty admissions standards, allowing unprepared and, according to some, less able Black and Hispanic students to be admitted only to be frustrated by the level of academic competition. (3.7%)

At both Boston Latin Academy and Boston Technical High some staff cited language and cultural barriers as preventing some minority students from succeeding, particularly limited English proficient students. (3.7%)

Finally some staff responses (3%) indicated that there were no special problems in retaining Black and Hispanic students.

Question 2 - Overall what changes (within the last two years) have you observed in the availability of support services for Black, Hispanic and other minority students?
Cite specific examples.

Findings: -The vast majority of changes occurring in the last two years cited by staff were positive changes. Many cited the offering of tutoring support in various forms. Most staff in response to questions 2 and 4 simply listed the services they knew about, whether they represented improvements within the last two years or not. Most staff cited between 1 and 5 specific services (@ 76%); some were quite specifically described, while most were not. Against the backdrop of all the services purportedly offered (see letters from Contomposis, Binswanger and Lane pp.144-162 most staff appear to be not well informed. (Boston Latin Academy cites 22 specific support services currently provided, Boston Latin School cites 21, and Boston Technica High cites 7) This, of course, raises the question of how students are to be referred to certain services if staff have limited knowledge of what's available and of what it consists.

Boston Latin School

Staff cited changes in support services in the last two years in the following categories:

tutoring
- peer tutoring program
- after school tutoring

external support services (health, social, psychological)
- Childrens' Hospital collaboration
- Mass. PEP (Pre-Engineering Program)
- Boston Latin School Collaborative coordinated by Roxbury multi-Service Center (Mrs. Kraus) which provides a social worker and referral services
- Shady Hill summer school
- U. Mass. Program providing support to Hispanic students
- "Step" program

internally provided services
- remedial reading and study skills class
- buddy system or big brother/big sister peer counseling
- additional minority guidance personnel
- summer orientation program (summer enrichment) for incoming 7th and 9th graders

In addition, some faculty also cited general improvements in efforts of the guidance department to provide services.

Seven faculty members in this sample were unaware of any changes in support services or did not respond to this particular question.

While many of the services cited above have been operational for more than two years, some faculty acknowledged improvements in the quality and scope of those services or in the level of student participation. Some did not feel peer tutoring was particularly effective.

Boston Latin Academy

Staff cited these positive changes in support services in the following categories:

tutoring
- peer
- after-school

internally provided services

- -Spanish course for Hispanics
- -improvements in guidance services
- -summer orientation program for incoming 7th and 9th graders

In a negative vein four respondents could not cite any positive changes, or chose not to respond to this question. Individual faculty members cited the discontinuance of a study skills course (1983-84), the loss of a student leadership program, and the reduction in academic standards (including covering less material within the school year) as negative changes which have occurred at Latin Academy in the last two years.

Boston Technical High

Faculty cited positive changes at the school in the following areas:

tutoring

- peer
- after-school

external services

- -Human Services Collaborative
- -U.Mass. support program for Hispanic students
- -Roxbury Childrens' services
- -Minority program for medical laboratory sciences

internal services

- -peer counseling
- -field trips
- -SAT preparation
- -improved guidance services including more minority staff
- -ESL program
- -summer orientation for incoming 9th and 10th graders
- -job collaboration program
- -targeting 9th graders for special support

Six faculty members were either not aware of any changes in the level of support services or chose not to respond to this question.

Question 3 - Have you been personally involved in providing services specifically for the retention of Black and Hispanic students (Examples: tutoring, counseling, summer orientation, parent involvement, before or after school assistance).

Findings: Following are the numbers of faculty responding at each of the examination schools citing no personal involvement with support efforts for the retention of Black and Hispanic students plus those who chose not to respond to the question:

Boston Tech.	13
Boston Latin Academy	4
Boston Latin School	6
	23

In general, many indicated informal individual assistance to students or a willingness to provide assistance before or after school in the form of tutoring or counseling. Others spoke of their informal efforts to contact and work with the parents of students experiencing academic problems. Some of those expressing their willingness to assist students were disheartened by the unwillingness of students to follow through on their offers of assistance.

Some of the specific program affiliations were:

BLS
-Black students association advisors
-Boston Latin School Collaboration
-Boston Latin School-Elementary Schools Forum
-Formal Tutoring Programs
-Teaching 'Reachback' courses
-Mass. PEP
-Upward bound
-Shady Hill Summer Program
-Summer Orientation for 7th and 9th graders
-Study Skills Program

BLA
-Shady Hill Summer Program
-Summer Orientation
-Tutorial Coordination
-Enrichment for 7th graders (discontinued)
-Student Leadership Program (discontinued)

BTH
-Mass. PEP
-Schooner Bowdoin Project
-SAT preparation program
-U. Mass. Hispanic support program
-minority program in medical laboratory sciences

It was clear from the responses to this question that, aside from informal assistance, some faculty citing involvement with specific programs often cited multiple program involvements over a period of years.

Question 4 - Have you observed other services, staff or programs which contribute to the inproved academic performance of Black and Hispanic students?

Please specify.

Findings: Many respondents viewed this question as a repetition of question #2 regarding changes in the last two years, and responded by listing services which had been listed before such as tutoring Mass. PEP, summer orientation etc. However some respondents listed other programs staff and services not previously mentioned such as:

- ROTC at Boston Tech.
- Black History Month programs at Boston Latin Academy and Boston Tech.
- A resource room for tutoring during the school day at Boston Tech.
- School Clubs and extracurricular activities at BLS, BTH
- the ESL Teacher at Boston Tech.
- Teacher help provided Asian students with writing skills at Boston Tech.
- Advanced work classes, METCO and parochial schools which better prepare students for success.
- Individual staff members who are particularly effective in helping minority students

Question 5 - As a result of your previous responses what programmatic, staffing, or other changes would you recommend to further improve the retention of Black and Hispanic students? Be specific.

Findings: In response to this question there were many suggestions provided about ways of improving both the retention of Black and Hispanic students and the school in general. The responses fell under several broad categories:

-Counseling/Curriculum/Organizational changes	33.9%
-Improv Academic Preparation	15.5%
-Staff training, changes, redeployment	17.5%
-More appropriate admissions standards	8.7%
-Outreach to increase parental involvement	18.4%
-Other	5.8%
-No response/no recommendations	

At all three schools recommendations regarding changes in counseling, curriculum and school organization, including more and different approaches to remediation, tracking, new course offerings, and reduction in class size, were among the suggestions most frequently received. Recommendations regarding staff training and redeployment, increasing parental involvement and support and better preparation in elementary and middle school also appeared frequently. A sampling of the recommendations from each school follows:

Boston Latin School

Curriculum/School Organization/Counseling

-more tutoring
-more counseling
-teaching or grouping of students by ability
-offer more remedial courses
-repeat fall semester 7th grade math course in January
-review the philosophy of the school
-offer speed reading and study skills courses
-require summer orientation attendance
-smaller class sizes
-full summer program of remedial work

Improved Preparation

-improve elementary programs feeding into Latin
-increase and improve Latin school contacts with elementary and middle schools with advanced work programs
-more homework in lower grades

Staff Training/Changes/Redeployment

-form a retention team (4 teachers, 1 counselor, 1 administrator)
-teacher workshops on reading in content area
-workshop for teachers in "outreach for greater minority participation in school activities"
-workshops for teachers on teen-age problems including alcohol, drug, pregnancy
-sensitivity training for staff on cultural differences and to combat racist attitudes
-workshops to help teachers to individualize instruction to meet needs of all students
-more interaction between teachers, guidance regarding students

Admissions Standards

- require minimal reading grade level scores
- require writing samples
- actively recruit better qualified minority students
- require student interviews for admission

Parents/Home

- have teachers and other staff explain academic and other requirements of BLS in regular meeting with parents
- identify a parent liaison staff person
- parent support group
- more parent participation

Boston Latin Academy

Curriculum/School Organization/Counseling

- more and better counseling for incoming students
- study skills course and integration of study skills into other course curricula
- contracts between students, parents and school
- do not retain disruptive students
- greater rewards for academic success
- reduce class size
- re-institute student leadership program
- create stronger links between guidance and tutorial functions
- modify curriculum to make it less rigid
- modify the sequence of certain subjects and develop more relevant elective course offerings

Improved Preparation

increase efforts to improve lower grade preparation both academically and socially

Staff Training/Changes/Redeployment

- create an Assistant Headmaster position for curriculum and instruction for minority students
- staff development for teachers on relationship of academic achievement and self

esteem
-efforts to increase staff awareness of family problems of some students
-more tutoring and counseling using Black personnel

Parent/Homes

-stronger and more frequent parent-school contacts
-parent, teacher, student learning contracts

Boston Technical High

Curriculum/School Organization/Counseling

-more tutoring, remediation, basic skills, developmental reading
-half-year study skills/writing course and other half-year vocabulary building
-smaller classes and more individual help
-limit English-as-a-Second language to one year only
-initiate work-study program
-more visual aids, books, and teaching aids
-do not isolate Blacks into remedial learning groups thus reinforcing feelings of inferiority
-institute program(s) to reduce absenteeism and tardiness
-expand on U.Mass/Boston Support program model (for Hispanic students)

Improved Preparation

-establish promotion standards from middle to high school
-control mainstreaming of '766' and "low achievers"

Conclusion

Although the data reported on has not been subjected to an intensive computer analysis, as noted previously, several major trends are apparent. Teachers and other professional staff clearly see (1) student attitude and motivation, (2) family, home and community issues as well as (3) academic preparation as being the major issues which affect the retention of Black and Hispanic students. In the findings from the student questionnaire in Report No.3, however, students experiencing academic and other difficulties reported that they had a generally supportive home situation as well as the support of their non-exam school peers. Many of these same students, however, did express dissatisfaction with the quality of their earlier academic preparation in helping them to succeed at the examination schools. (see Report No. 3, Vol. IIA, pp. 379-381, 352-353)

With the exception of some Black faculty members and a very few White faculty members, staff did not express the feeling that their attitudes and behavior or school climate contributed to the attrition of Black and Hispanic students a position which, again, contrasts with the findings from Report No. 3's student questionnaire. (see Report No. 3, Vol. IIA, pp. 356-387) In those findings students interviewed (some still at an exam school, some having transferred to other public schools) expressed their general dissatisfaction with the school atmosphere, especially at Boston Latin School, and a specific dissatisfaction with the insensitive and unhelpful attitudes and behavior of some staff members. While monitors are aware that the Headmasters at all three examination schools have acknowledged the insensitivity of a few staff, and have, in some cases, managed to remove some of these individals, the importance of staff insensitivity in the attrition of Black and Hispanic students, remains unclear. The question of what constitutes insensitivity also remains unanswered. Are teachers and other staff who express their desire to maintain the elitest nature of these schools being insensitive; does a "sink or swim" attitude which appears to be a traditional attitude among some teachers at these schools (beginning well before school desegregation) adversely affect the public school population now being served?

Attitudes expressed in the questionnaire, especially but not exclusively among teachers having worked more than ten years at a particular examination school, do confirm a "sink or swim" attitude among some, but more commonly a "we must uphold our standards" attitude among many. In the responses from these teachers, this translates into one or more of the following approaches to the solution of the retention problem.

-there need to be vast improvements in the public school preparation of students planning to attend the examination schools.
-there should not be a lower admission standard for Black and Hispanic students
-much more work needs to be done in involving parents in the educational support of their children from a very

early age
-students must be willing to take advantage of the various support services offered, and sacrifice part-time jobs and many social and sports opportunities which students in other Boston high schools partake of.

It is the opinion of monitors that while staff attitude problems may not be the most important issue affecting Black and Hispanic attrition, the attitudes of some staff do play a critical role in the decisions of some students to leave an examination school; of particular concern are the attitudes of those staff who will not extend themselves to provide extra assistance or clarification for those students who need it. This situation is critical for many Black and Hispanic students because they often need this extra assistance and many have only recently moved into a social and academic context which is completely new and different. Many have never gone to a school (BLS,BLA) in which the majority of students are White and Asian; many are all too willing to call it 'quits' when the academic frustrations in addition to the "foreign" social environment reaches a critical level. It must be noted here that there are differences in the school climate among all three schools. Boston Latin School is perhaps the most difficult for some Black and Hispanic students, while Boston Latin Academy and Boston Tech (in part because of the larger numbers of Blacks and Hispanics attending) appear more familiar and comfortable.

Monitors agree with the staff that critical elements in reducing Black and Hispanic attrition are better preparation in the early grades, a supportive home and community, and a positive attitude regarding academic achievement. However, monitors also assert that a full range of support services which all staff and students have been fully apprised of, and a sensitized staff which believes in the abilities of all assigned students is also critical for Black and Hispanic retention.

VOCATIONAL AND OCCUPATIONAL EDUCATION

VOCATIONAL AND OCCUPATIONAL EDUCATION

I. **ORDER** Unified Plan for Vocational and Occupational Education in the City of Boston, filed with the Court on September 8, 1975, and amended on June 14, 1976 and January 28, 1978.

A. COMPLIANCE WITH RELEVANT COURT ORDERS, STATE LAWS AND REGULATIONS (pp. 8-11)

SUMMARY

All vocational/occupational education programs are required to be in compliance with (1) racial ratios established by the Court and (2) the admissions criteria specified by the Unified Plan, including proportional enrollment representation by sex.

FINDINGS Partial Compliance

(The findings of the implementation of this requirement are incorporated in the STUDENT ASSIGNMENTS report.)

B. CORE PROGRAMS (pp. 15-17)

SUMMARY

Boston is required to provide all middle school students in exploratory programs with a strong career guidance emphasis in three major cluster areas: Industry Related, Food-Home-Health Services Related, and Business-Distribution-Government Related. In addition, supplemental career exploratory activities are required to introduce students to a broad range of career choices free of race or sex sterotypes. The Cleveland School is required to have a full time Career Education Coordinator position. High school exploratory clusters are required for grades 9-12; the ninth grade cluster is mandatory for all students. Boston is also required to offer employability skill programs for grades 10-12 in Business-Office Education, Food-Home-Services-Health Education, and Distributive-Marketing Education.

FINDINGS

Partial Compliance

Middle School Exploratory Clusters

The status of the middle school Industry Related Cluster and Food-Home-Health-Services Related Cluster has not changed significantly since the last report. As mentioned previously, the Business-Disbribution-Government Related Cluster is implemented through computer education programs citywide. The type of program offerings and length of program duration (i.e., number of weeks, number of periods) still vary across districts. Moreover, since the last report there have been some reductions in staff in the exploratory programs. The Holmes, Cleveland, and Mackey schools each has one less Industrial Arts teacher and the King school has one less Home Economics teacher. On the other hand the Barnes school gained an additional Home Economics teacher. The Michelangelo and Cheverus middle schools are scheduled for closing next school year. The Tobin school (K-8) remains in non-compliance in the Industry Related and Food-Home-Health Services Related Clusters. Although computer education is widespread at the middle school level, the only middle schools that were reported as having full-time computer technology instructors are: Cleveland (2) and the Umana (1). Plans are currently underway to begin a one week exploratory program at the HHORC for all 8th grades citywide, beginning in September, 1985.

Middle School Career Guidance

The dissemination of the Barnstable Instructional Career Exploratory Program (BICEP) career education model expanded this school year to include most middle schools through the use of Chapter 636 and Commonwealth In-Service Institute state funds. A comprehensive transitional package to facilitate the process by which 8th graders choose and enter high schools was made available to all middle school guidance counselors by the career guidance specialist. The role of guidance counselors is being reassessed at the central level to facilitate the implementation of the Career Development Model and Policy which was recently approved by the School Committee. Citywide dissemination and implementation of this policy is the next step but will require administrative support and internal resources at each school level.

High School Exploratory

Each district high school offers a minimum of two exploratory Industry Related programs. At English High as a result of the change in school focus to strengthen academics, all exploratory offerings have been closed. Jamaica Plain High has only one Industrial Arts teacher who covers three program areas: metals, woods and electricity/electronics. The phasing out of the Machine Shop program in East Boston High will mean that there will be only one Industry Related Exploratory offering remaining, Woodworking. Hyde Park reopened its woodworking program this school year. Each district high school offers a minimum of three courses in the Food-Home-Health-Services Related Cluster with the exception of Hyde Park High in which only one course is offered- Comprehensive Home Economics. Boston Technical continues to provide an extensive drafting program (five teachers) as well as exploratory offerings in woods, graphics, and electricity. As mentioned in previous reports, all of the high schools offer the Business-Distribution-Government Related program primarily through their Business Program. Twenty-four percent (435) of the enrollment (1833) at HHORC is exploratory. (see Appendix A)

High School Employability Clusters

No significant changes have taken place in the area since the last reporting period. Major non compliance still exists in the Food-Home-Health-Services Related Cluster and in the Distributive-Marketing Cluster. Full compliance exists in the Business-Office Education Cluster. Of the 1403 10th-12th grade students attending HHORC, 2% (32) are from East Boston High while 33% (346) are from Madison Park High. (See Appendix A)

C. **MAGNET PROGRAMS** (pp. 18-24)

SUMMARY

This provision delineates specific program and capacity requirements for the HHORC, lists specific district programs to be transferred or phased out, and requires specific magnet programs to be established in each district.

FINDINGS

Partial Compliance

As reported in the previous reports, most of the requirements for magnet programs have been met.

At this time there are no plans for establishing a magnet program at Jamaica Plain High School. However, plans are underway to establish a Computer Magnet Program at the Jeremiah E. Burke High School. The phasing out of the machine shop at East Boston High School is scheduled to be completed in June 1986.

Enrollments in the satellite (district magnet) programs reflect a significant decrease except at West Roxbury and Dorchester High Schools. Enrollments in the satellite programs are as follows:

			Enrollments		
District	High School	Program	7/83	2/84	1/85
I	Brighton	Automotive	223	222	156
III	W. Roxbury	Agribusiness	117	120	116
IV	Hyde Park	Machine Shop	93	83	56
V	Dorchester	Architectural Wood & Upholstery/Home Improvement Enterprise	84	64	85*
VIII	East Boston	Machine Shop	132	62	30
	HHORC		2962	2193	1833

* 1984-1985 Program title changed to Home Improvement Enterprise

Enrollments at the HHORC are also lower than previous years. Fewer students elect the 9th grade exploratory option, and retention is a problem in the upper grades. Declining enrollment at HHORC can be atributed to the following problems. First, the HHORC structure requires excessive transportation because there are two half-day schedules. Second, the assignment process results in many students being assigned to programs that are not their first choice. It is this problem that contributes to student frustration and lack of interest, to discipline problems, and ultimately to transfers and dropouts. Third, the new promotion policy has caused many students to stay in their sending schools to obtain credits that they need to graduate. Fourth, some middle school guidance counselors discourage their students from attending HHORC.

Data indicates that retention is also a growing problem. Current data reflect a decrease of 79 students (30 of whom are 9th graders) in less than one month. (See HHORC cluster tallies dated 2/28/85 and 3/20/85). (For data on transfers both within and from the HHORC see Students Assignment section of the report.)

The HHORC headmaster has begun to address these problems. During the current semester at the HHORC, the 9th grade exploratory program was expanded to allow students to explore within each of the Clusters. In the past, exploratory students were limited to five program areas. There are also plans to conduct an exit poll at the end of this school year of all 9th graders to solicit feedback on their experiences.

D. IN-SCHOOL BILINGUAL (pp. 24-30)

SUMMARY

The Unified Plan stipulates that selective bilingual vocational/occupational programs, with appropriate administrative, counseling and instructional support services, would be established to serve limited English proficient (LEP) students. These bilingual vocational/occupational education programs would utilize the native language of the LEP students as the primary medium of instruction.

FINDINGS

Non Compliance

Native language bilingual vocational/occupational programs are not provided as specified by the Unified Plan. While there are 14 vocational teachers who are bilingual at the HHORC and in some satellite programs, these staff were hired as vocational teachers, not as bilingual vocational teachers.* Nevertheless their linguistic skills are part of the support services provided for limited English proficient students who are integrated into regular vocational/occupational education programs.

These services are outlined in the Policy Paper entitled "Bilingual Strategies and Procedures." This document is being revised, but it has never been approved by the school committee. As a result it does not have the force of policy, and this lack of formalization accounts for the variety of ways that bilingual vocational education support services are being implemented. The focus of this section will describe the effect that the lack of a policy has had and the achievements made despite the lack of policy.

Inconsistency in service delivery is the result of the absence of policy. In the middle schools the situation is the same as described in the last report, namely a lack of bilingual vocational aides for exploratory programs. Also there is a shortage of bilingual counselors, with none at the HHORC. The use of the aides as a strategy for delivering services to LEP students is contingent on the ability of the bilingual vocational education coordinator to negotiate their deployment with school headmasters. The line authority of the bilingual vocational coordinator vis-a-vis the aides is also inconsistent. The federal grant aides report to the coordinator and are scheduled for inservice training on Thursdays. The other aides have different schedules and report to different headmasters.

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*Of the 14, 6 are approved bilingual instructors.

Despite organizational problems in the role of the bilingual vocational coordinator, the use of bilingual aides has been a strong point in support service delivery to LEP students. There are aides for most language groups, and these staff perform a variety of roles. They act as translator, role model, coach, advocate, resource, vocational teacher aide etc. Wherever there were aides there was a positive and enthusiastic response from the teachers.

There are 19 bilingual vocational aides, and they are the mainstay of the service system to LEP students.

The HHORC, while without the services of a bilingual counselor, has the most extensive support services for LEP students. Besides aides, there are 2 support programs. The Basic Occupational Speaking Skills (BOSS) has a Vocational English as a Second Language (VESL) teacher who tries to develop speaking skills by using the "vernacular" of the student's vocational choice. The computer for Occupational Basic Skills (COBS) program focuses on developing Basic Skills. These 2 programs are support services that are designed to assist LEP students.

Adapting materials for LEP students continues. In addition to purchasing native language instructional materials, efforts have been made to translate materials into languages where native materials are difficult or impossible to find. At Jamaica Plain High School there is a bilingual business resource area, the opening of which was proclaimed by Mayor Flynn. There is a wide variety of materials being developed, but there is no prioritization.

Recruitment is done by many staff. Field coordinators, teachers, aides, the coordinator etc. are all involved in outreach. There is little coordination among the bilingual staff and between the coordinator and the person responsible for public information. Yet enrollment of LEP students in vocational education programs has increased citywide from 3022 to 3177. However LEP student enrollment at the HHORC has dropped from 283 to 211. Declining enrollment of LEP students continues to be a problem at the HHORC.

E. OUT-OF-SCHOOL YOUTH, AGES 16-21 (PP. 31-35)

SUMMARY

Boston is required to cooperate with city agencies to provide vocational education services for out-of-school youth, ages 16-21.

FINDINGS Compliance (See Report No. 4)

F. VOCATIONAL/OCCUPATIONAL EDUCATION FOR SPECIAL NEEDS STUDENTS (pp. 36-39)

SUMMARY

Boston is required to maintain vocational/occupational education services for special needs students and to provide training for vocational/occupational instructors in this area.

FINDINGS Compliance (See Report No. 4)

Boston has citywide vocational programming for special needs students. Indeed, the Micrographic Technology program for the Hearing Impaired at the Jackson-Mann School and the Building Maintenance program at the HHORC Center are outstanding examples of vocational special needs programs.

Communication among the special needs staff, especially in the area of placement, is noteworthy.

Improvement has been made in the provision of in-service training for vocational instructors for whom special needs students are a new classroom experience. In November of 1984, in-service instruction was provided to the Health and Business Clusters in 3 areas: 1) Reading and understanding the Boston special education coding system; 2) Strategies for instructing mainstreamed special education vocational students; 3) Types of support services available for Special Education vocational students.

Besides the aforementioned clusters, the training was done for the HHORC counselors, occupational development specialists, and administrators.

In January 1985 at an all day session, all teachers citywide were introduced to Boston's special education coding system. The special education coordinator for vocational education has plans to extend the training given the Health and Business clusters to the remaining clusters at the HHORC. While progress has been made, coordination of in-service efforts is needed so that all vocational education instructors get the information.

G. PROGRAM CHANGES AND DELETIONS (pp. 47-48)

SUMMARY

Boston is required to transfer certain programs as specified.

FINDINGS Partial Compliance

1. Boston has no plans to transfer the Architectural Woodworking and Interior Design programs from Dorchester. Rather these programs have become part of the new Home Improvement Enterprise Cluster at Dorchester. The Cabinet Making program at HHORC will be consolidated at Dorchester High. Boston should modify the Unified Plan to reflect the above.

2. The Machine Shop program in East Boston will close after the 1985-1986 year. There are no other program changes in the satellites at this writing. At the HHORC, the Fashion Design program is scheduled to close due to low labor market demand and poor attendance. The HHORC will be adding a new 8th grade Career Exploratory program.

H. PROGRAM SUPPORT COMPONENTS

SUMMARY

1. Management Modification (pp. 48-52)

Boston is required to establish a distinctive management structure which defines clear lines of authority and responsibility over fiscal control and program operation of vocational/occupational education programs.

FINDINGS

Non-compliance

As indicated in every previous monitoring report, Boston has not instituted a distinctive management structure for an effective vocational/occupational education as specified by the Unified Plan. The Department of Education and Employment, however, recently drafted a revised management structure. A modified management structure will be filed with the Court for review and approval.

Progress has been made in three major areas of non compliance as indicated in the previous report: (1) the Director of Education and Employment is currently working with the Deputy Superintendent of Finance and Administration in developing administrative procedures that will provide the Director with firm fiscal control and supervisory authority over all citywide occupational programs; (2) in February, 1985 the Department of Education and Employment hired an evaluation specialist to evaluate the effectiveness of all vocational/occupational programs, to conduct follow-up studies on program graduates, and to compile annual accountability reports; (3) for the first time an annual accountability report for school year 1983-1984 has been submitted to the Division of Occupational Education, State Department of Education and is being reviewed by staff of the Division.

SUMMARY

2. Public Information (pp. 53-56)

This section of the Unified Plan

requires Boston to institute an aggressive and systematic public information system. This system should include a pervasive media component directed toward the entire population in Boston.

FINDINGS

Partial Compliance

Boston has produced myriad public information materials such as folders, booklets, pamphlets, flyers, annual reports, mailings, and action plans. The HHORC Development Officer has been designated Public Information Officer. His work has been qualitative yet narrow in scope because it is limited to recruitment for the HHORC and is only in English. While the scope of his efforts are citywide, they are aimed at the HHORC and its public recognition. While the marketing of the HHORC is important to the future of vocational education in Boston, these activities do not satisfy the requirement in the Unified Plan that there be an aggressive and systematic public information system.

There are many uncoordinated public information activities. The superintendent has a person on his staff responsible for press relations, but his activities do not include public information for vocational education nor does his office serve as a clearinghouse for all materials released to the public. Each school where there is vocational training prepares materials for distribution to the community. Because there is no central clearinghouse, efforts at media contact for purposes of public information are decentralized and uncoordinated. For example, recruitment for LEP students is the responsibility of the Bilingual Vocational Coordinator. Whatever recruitment materials are prepared in languages other than English tend to come from her office. She in turn works with the Bilingual Field Coordinators who are very active in their respective communities. The lack of coordination, centralization and quality control make the job much more difficult to do.

The HHORC is presently advertising through the MBTA system. Boston has received a small grant titled "Sex Equity Model" to help recruit and retain non-traditional students for vocational training. These are two examples of positive accomplishments which need to be regularly scheduled activities in a comprehensive public information system.

Because the Director of Education and Employment and the vocational administrators with citywide responsibilities are housed at the HHORC, they tend to become identified with HHORC and not viewed as having citywide duties. This is also true in the area of public information.

SUMMARY

3. Professional and In-Service Development (57-63)

Boston is required to establish and implement comprehensive in-service training for all systemwide vocational/occupational education instructors in the areas of equal educational opportunity, bilingual vocational education, and special education.

FINDINGS

Partial Compliance

As cited in the previous report, the scope of in-service training for vocational teachers in satellite schools was not as extensive as that offered at HHORC. Subjects covered tend to be in response to problem areas rather than the result of a comprehensive training plan. Principals and headmasters have their own building-related topics to cover and have objected to pulling teachers out for citywide sessions. The policy in effect now limits pullouts to two of the ten in-service days, September and April. As a result it is difficult to schedule citywide vocational teacher in-service training and far easier to offer a comprehensive program at HHORC. For example, training was offered at the HHORC in Computer Assisted Machining (CAM) but other machine trades teachers from the satellites couldn't be scheduled. The logistics of scheduling citywide training for vocational teachers continues to be a problem.

The Department of Education and Employment has not completed its survey of individual vocational/occupational staff across the city. The Staff Development Specialist indicates that the survey will be completed in late May. After this survey is completed, Boston should use the results to develop a training schedule that will be as staff inclusive as possible; and one that will cover the areas of greatest concern, especially special needs, limited English proficient, shop safety, and non-traditional student access and retention.

SUMMARY

4. Industry/Agency Community Involvement (pp. 67-72)

Boston is required to establish an Advisory Council for Career Vocational/Occupational Education (ACCVOE) with specific target group representation.

FINDINGS Partial Compliance

Previous reports indicated that the membership of the ACCVOE is in full compliance. The involvement of the membership has slipped badly. There is no longer a student representative. The special education representative is an employee of the Boston Public Schools. There is no labor representative. More serious than the failure of the membership to comply with the recommendations in the Unified Plan is the lack of participation by the membership. The minutes of the meetings indicate that two members appeared at the December, 1984 meeting, and four members were in attendance at the January meeting. The March meeting was canceled and not rescheduled.

The Unified Plan requires that the ACCVOE advise the Superintendent. Yet the Superintendent has not been part of the process. Besides the lack of support from the administration, the committee does not have a mission. If it is to be revived, it must have a clear sense of purpose.

SUMMARY

5. Curriculum Acquisition/Revision (pp. 64-67)

Boston is required to develop and implement full-scale Competency Based Vocational Education (CBVE) curricula for all programs at the HHORC and other schools.

FINDINGS Non-Compliance

The development of CBVE curricula at the HHORC is still not completed. The previous report recommended that the curricula should be completed by the staff as soon as possible, and that, if necessary, available materials should be immediately purchased for adaptation.

To date, little progress has been shown in the development of learning guides by the HHORC staff mainly due to the unresolved arbitration relating to a union grievance regarding curriculum development by teachers during their working hours. Little progress has been made in identifying and purchasing available curriculum materials for adaptation. In this monitoring process, however, all HHORC staff (except in one program planned to be phased out next school year) have indicated a commitment that all incomplete learning guides will be developed by June 30, 1985. Where HHORC staff is unable to complete the writing of learning guides, they will purchase and adapt CBVE curriculum to the learning guide format by June 30, 1985

The effective implementation of CBVE curricula for classroom instruction is not in place. In areas where learning guides have been completed, not all teachers are using them. A CBVE implementation team has been formed, and procedures for implementation have been established. In March, 1985 a CBVE model classroom was set up for demonstration purposes; however, it is still in the development stages.

Citywide dissemination of the completed CBVE curricula at the HHORC to relevant programs for adaptation and instructional use has not yet begun.

Some progress has been made in setting up a curriculum resource room at the HHORC, and indexing of the resource materials. There is a plan to complete the indexes and to extend services of the resource materials to citywide occupational staff.

SUMMARY

6. Comprehensive Job Development and Placement (pp. 69-70)

Boston is required to institute a comprehensive and responsive job development and placement system based upon current manpower demands, system capabilities, and student capability/interest. The school system is required to develop the capacity to: (a) design employability plans, (b) establish counseling teams, (c) plan and implement a job development system and, (d) maintain three-year statistical follow-up of graduates.

FINDINGS Partial Compliance

There has been no change since the last report. There are extensive job development and placement activities by Boston Public School staff.

Students obtain jobs as a result of all the efforts made on their behalf, but there is no systematized approach for job placement. There is no job placement coordinator nor is there an administrator whose function is to coordinate all citywide placement activities.

The Private Industry Council operates the Job Collaborative which deploys career specialists throughout the Boston schools. The State Division of Occupational Education funded the Private Industry Council through a request for proposals to expand their job development/placement efforts in a program entitled "School-To-Work". In the proposal the Private Industry Council sought and obtained funds for a placement person for Madison Park whose mission would be to provide placement services to the Madison Park students who attend the HHORC. The reason given for duplicating the efforts of HHORC placement staff was that HHORC is a place "where job development activity has not been integrated into the citywide Boston Compact Campaign." This statement illustrates that there is no coordination between HHORC staff and the PIC.

Besides the extensive citywide placement efforts of the Private Industry Council, there are five full-time occupational development specialists who are mainly responsible for placement at the HHORC and, in some instances, for satellite vocational programs. Placement activities in the Satellite schools are carried out by a variety of staff. At Brighton and Hyde Park the Career Preparation Department Head assumes responsibility. At West Roxbury the Career Preparation Department Head does most of the placement but occasionally calls on the occupational development specialists at HHORC for assistance. At Dorchester someone from the HHORC is scheduled one day per week. Consequently, while everyone gets involved in job development and placement, there is no system or set of procedures for analyzing labor markets, sharing information, reporting activities and results, and following up. As a result there is considerable duplication of effort and no uniform follow up system. The evaluation specialist recently hired will conduct follow-up studies for all program graduates.

In effect there are two approaches to job placement in the Boston Public Schools, one by the Private Industry Council Collaborative and the other by the Boston Public Schools. There appears to be little or no coordination between the staff of each. They do not share information, strategies, successes, and failures, etc.

An outstanding achievement of the Boston Compact was the agreement signed on December 19, 1984 between the schools and the Trade Unions to provide access to Union apprenticeship for Boston Public School Graduates. The agreement calls for 5% of the apprenticeship openings in each trade area to be set aside for Boston graduates.

Another significant achievement is the projection for the 1985 Summer Jobs program which expects to place many more students than the 1766 who got jobs last year. The program is sponsored by the Private Industry Council.

CONCLUSIONS/RECOMMENDATIONS

A. ASSIGNMENTS

(See the section for STUDENT ASSIGNMENTS)

B. CORE PROGRAMS

1. Middle School Exploratory Clusters

Citywide standards should be established for middle school Industrial Arts curriculum, sequential skill development, and program duration to ensure consistency, equity, and a meaningful exposure for all students citywide, particularly for limited English proficient students.

2. Middle School Career Guidance

An action plan is necessary to implement the recently approved Career Development Model and Policy. Commitment to implementing the policy in each school building is critical.

3. High School Exploratory

English High should offer exploratory programs.

All high school exploratory students should be surveyed, not only at the HHORC but in the district and magnet schools as well to help evaluate existing programs.

4. High School Employability

Model programs which have managed to consistently enroll and retain students and provide adequate placement services upon graduation should receive recognition and incentives, as well as be used as models.

Boston should seek to modify the vocational program requirements for Magnet high schools if citywide consistency will not be maintained.

C. MAGNET PROGRAMS

The preliminary proposal for the establishment of a magnet computer technology program at the Jeremiah E. Burke High School reflects careful planning, sound objectives, and expert input. West Roxbury and Brighton High Schools continue to have the highest magnet enrollments. These programs should be used as models for other programs systemwide. The plans for the creation of an 8th grade exploratory program at the HHORC may prove to be an effective recruitment strategy if students receive the optimum exposure, encouragement, and interest assessment. Teacher in-service in motivational training, cultural awareness, attitudinal change, and creative teaching strategies will help remedy some of the retention problems. These problems need immediate attention if the merger of Madison Park and the HHORC is to be successful. The need continues to exist for an effective retention plan which reflects the outcome of an in-depth internal evaluation in which there is significant student input.

D. IN-SCHOOL BILINGUAL

Because there are no native language vocational programs being offered, we recommend that Boston should seek a modification to provide language support services in in all vocational programs.

Boston should formalize the revised Bilingual Vocational/Education Policy Paper by getting School Committee approval.

Boston should implement the vocational/education section of the Lau plan.

E. OUT-OF-SCHOOL YOUTH

In compliance. No recommendation is necessary.

F. VOCATIONAL/OCCUPATIONAL EDUCATION FOR SPECIAL NEEDS STUDENTS

A comprehensive staff development plan should be developed to include in-service training in special needs for all vocational instructors, citywide.

G. PROGRAM CHANGES AND DELETIONS

If the required program transfers are no longer desirable, a motion must be filed with the Court to modify the existing order.

H. PROGRAM SUPPORT COMPONENTS

1. Management Modification

Discussions have taken place between Boston and the State Department of Education outlining the modifications to be proposed in this area.

In addition to accountability reports, program operation plans and program evaluation reports should be submitted annually for review to the Division of Occupational Education, State Department of Education.

2. Public Information

Boston should centralize the public information functions by designating one staff person to be responsible for coordinating all recruiting, marketing and publicizing of vocational education.

Boston should also provide finances to support vocational public information activities.

3. Professional and In-Service Development

Assurances should be provided that all vocational/occupational staff, both at HHORC and in Satellite programs will receive in-service training in: instructional strategies for special needs students, instructional and linguistic strategies for Limited English Proficient students, and sex equity.

4. Industry/Agency Community Involvement

Boston should replace inactive members and appoint new ones.

Boston should define the purpose of this committee.

Boston should schedule the Chief Executive Officer to appear at the opening meeting of the school year.

If the required monthly meetings are too frequent, Boston should file a motion with the Court to modify the Unified Plan to reduce the number of meetings.

5. Curriculum Acquisition/Revision

All incomplete learning guides in the CBVE curricula should be completed, or approved curriculum materials should be purchased for adaptation by June 30, 1985.

The implementation of CBVE curricula by all HHORC staff should be thoroughly reviewed, and monitored.

A plan for the citywide dissemination of complete CBVE curricula should be developed and implemented.

6. Comprehensive Job Development and Placement

Boston should review all placement activities, both at the HHORC and in the district vocational/occupational education programs. Regardless of the diversity of personnel involved, the approaches and record keeping should be standardized and systematized. A person should be appointed to design, coordinate and implement this system with particular emphasis on merging the PIC efforts with the school efforts to result in one comprehensive job development and placement system. This system should have follow-up capability.

Documentation

Appendix B - Current HHORC Enrollment

Appendix C - Limited English Proficient Student Enrollment in Occupational Education Programs

Appendix D - Letter, Director of Education and Employment to Associate Commissioner, 1/23/1985

Appendix E - Draft Management Structure for the Department of Education and Employment, 3/5/1985

Appendix F - Summary of CBVE Development at the HHORC, 4/4/1985

Monitoring Activity Logs

On File at GBREC

B.
1. Computer Printout (HHORC Cluster Table, date 3/20/85)
2. Updated list of exploratory and employability offerings for middle and high schools
3. Career development policy

C.
1. Satellite program enrollment figures (Jan'85)
2. Preliminary proposal for computer techonology magnet program at Jeremiah E. Burke High School.
3. HHORC cluster table dated 2/28/85, 3/20/85 and 4/2/84.

D.
Policy Paper: Bilingual strategies and procedures.
Lau plan for limited English proficient students
Sample translations.
Roster of bilingual vocational instructional personnel.
Schedules of bilingual vocational aides.

E.
Neighborhood Development and Employment Agency Program manual.

F. List of Boston Public Schools Special Needs Codes.

H.
1. Annual Report, 1983-1984, Department of Education and Employment
   Personnel Circular for the position of Evaluation Specialist, dated 1/14/84
2. Folder containing samples of materials
   Student assignment information publication
3. HHORC "Key Results Plan/Report"
4. General Advisory Committee list - (Blank D-1)
   Minutes taken at December and January meetings 1984-1985
5. CBVE Implementation Team, Team Task List, Teacher Task List
   CBVE Implementation Team meeting Minutes, from April, 1984 to March, 1985
6. 1984 graduate placement results
7. Boston Compact Apprenticeship Agreement

CURRENT HORC ENROLLMENT

District	Sending Schools	Grade 9th	Grades 10-12	Total
I	Brighton	21	96	117
II	Jamaica Plain	56	87	143
III	West Roxbury	27	72	99
IV	Hyde Park	35	108	143
V	Dorchester	12	136	148
V	J.E. Burke	44	55	99
VI	South Boston	42	85	127
VII	Charlestown	44	94	138
VIII	East Boston	21	32	53
IX	Boston High	27	33	60
IX	Copley	2	52	54
IX	Madison Park	46	346	392
IX	English High	48	117	165
IX	Umana	10	85	95
TOTAL		* 435	1398	1833

* Exploratory Enrollments (see Page 4)

Bilingual Programs - Citywide

SEX				TOTALS		
Male	Female					
121	90			211	HHORC	LOCATIONS
93	51			144	Brighton H.S.	
76	54			130	Edison	
68	32			100	Taft	
88	45			125	Jamaica Plain	
19	11			30	Thomson FV	
67	53			120	Curley	
50	23			73	West Roxbury	
90	75			165	Irving	
67	60			127	Lewemburg	
50	25			75	Dorchester H. S.	
76	54			130	Cleveland	
70	50			120	McCormack	
57	53			110	Dearborn	
89	76			165	South Boston	
81	59			140	Edwards	
82	48			130	Timilty	
90	75			165	Charlestown H. S.	
19	13			32	Lewis	
65	40			105	East Boston	
187	118			305	Madison Park	
20	17			37	Umana	
90	70			160	English High	
60	35			95	King	
58	22			80	Mackey	
8	0			8	McKinley	
9	21			30	Boston High	
16	9			25	Boston Tech	
24	16			40	Gavin	
				3177	TOTAL CITYWIDE	
				1882	Male	SEX
				1295	Female	

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
EDUCATION EMPLOYMENT
JAMES A. CARADONIO Director

January 23, 1985

Dr. David Cronin
State Department of Education
1385 Hancock Street
Quincy, Ma

Dear Dr. Cronin:

I am forwarding to you information regarding compliance issues in two areas:

1. Job Placement follow-up
2. Distinctive Management

On January 22, 1985 the Boston Public Schools hired Dr. Elise Bon-Rudin to be the Research Specialist for the Department of Education and Employment.

As Research Specialist, Dr. Bon-Rudin will work with me and other staff members to:

1. Produce follow-up studies on program graduates
2. Evaluate the effectiveness of all vocational/occupational education programs
3. Publish the Annual Report for the Department of Education and Employment (annual accountability report with measurable outcomes)

We have designed and instituted a Program and Curriculum Accreditation Process. Mr. John McDonagh of your staff participated in the design of the process and the instrument we will use (Enclosure). As Mr. McDonagh indicated to me, no other vocational operation within the State has such an internal, formalized process. This process will is a part of our planning and budgeting process.

Once Dr. Bon-Rudin establishes Boston residency, she will begin her employment as Research Specialist. In all future reports, please make sure that your staff speak directly with Dr. Bon-Rudin so that she can provide any necessary information regarding these compliance items.

I have had follow-up meetings wtih the Superintendent regarding the management issues we have discussed. I am now meeting with the

Deputy Superintnendent of Finance and Administration, Dr. James Walsh, to finalize the management directions approved by the Superintendent. When we have completed these management procedures, we will forward them to you. These administrative procedures will provide firm fiscal control and supervisory authority within the overall organizational structure and local educational agency operations.

In all matters regarding job development and job placement for the Boston Public Schools, please have your staff contact me. I am the person responsible for the operations and coordination of job placement activities within our school system. As Mr. Darr and I indicated to you, the Boston Compact provides the coordination of all job development/job placement activities within the schools system and within the City of Boston. I hope that our meeting relating to Compact activities clarified any questions you may have regarding job development and placement.

In summary, I am submitting to you information regarding compliance items relating to job placement and distinctive management. I expect that these accomplishments will be clearly and accurately reported to the Commissioner and the State Board of Education.

If you require any additional data, please do not hesitate to contact me.

Sincerely yours,

James A. Caradonio

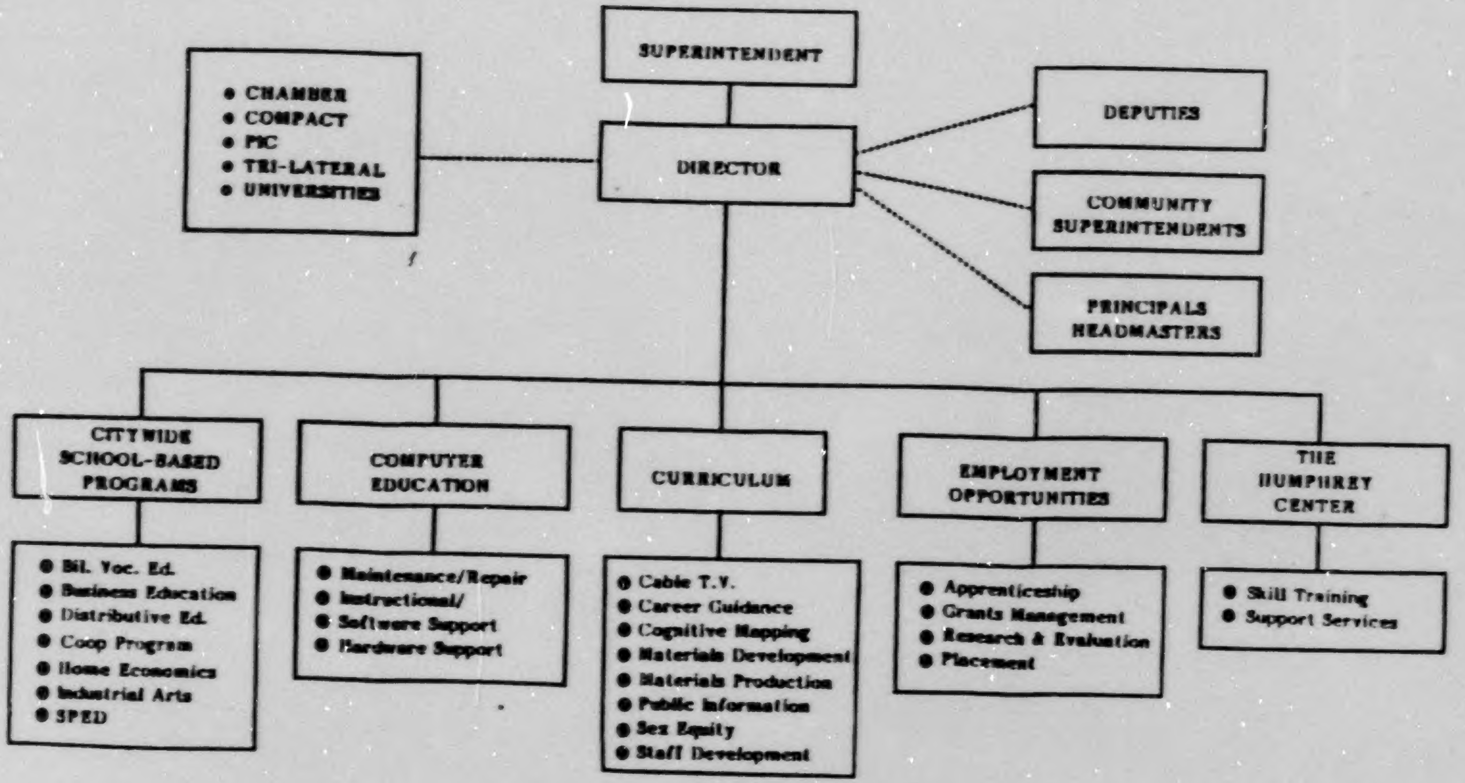
James A. Caradonio

Enclosures

cc: Robert Spillane
James Walsh
Elaine Cadigan
John McDonagh
Marlene Godfrey
Naisuon Chu
Elise Bon-Rudin

APPENDIX E

EDUCATION & EMPLOYMENT


SUPERINTENDENT
DIRECTOR
• CHAMBER
• COMPACT
• PIC
• TRI-LATERAL
• UNIVERSITIES
DEPUTIES
COMMUNITY SUPERINTENDENTS
PRINCIPALS HEADMASTERS
CITYWIDE SCHOOL-BASED PROGRAMS
● Bil. Voc. Ed.
● Business Education
● Distributive Ed.
● Coop Program
● Home Economics
● Industrial Arts
● SPED
COMPUTER EDUCATION
● Maintenance/Repair
● Instructional/
● Software Support
● Hardware Support
CURRICULUM
● Cable T.V.
● Career Guidance
● Cognitive Mapping
● Materials Development
● Materials Production
● Public Information
● Sex Equity
● Staff Development
EMPLOYMENT OPPORTUNITIES
● Apprenticeship
● Grants Management
● Research & Evaluation
● Placement
THE HUMPHREY CENTER
● Skill Training
● Support Services

"DRAFT" (3-5-85)

BEST COPY

APRIL 4, 1985

Program	#tasks on list	# of LGs Teacher Developed	% of LGs Teacher Developed
POWER MECHANICS			
AUTO/TRUCK	121	42	34.7%
CHASSIS, SUSPENSION	47	17	36.1%
FUEL, ELECTRICAL	43	9	20.9%
ENGINE REPAIR	24	24	Fundamental LGs - Short Version 100%
MARINE SMALL ENGINE	101	4	3.9%
COMMERCIAL MALL			
BANKING	67	35	52.2%
COSMETOLOGY	47	27	57.4%
CHILD CARE	84	68	80%
FASHION DESIGN	39	14	35.9%
FOODS SERVICE	129	50	39.5%
HOTEL/ HOSPITALITY	159	79	49.5%
RETAILING	64	41	64%
BUSINESS/DATA PROCESSING			
MEDICAL SECRETARIAL	[illegible]	65	54.2%

DATA-PROCESSING	109	102 (includes state guides)	93.5%

CONSTRUCTION

BASIC ELECTRICITY	50	44	88%
INDUSTRIAL ELECTRICITY	40	23	57.5%
SOUNDS/SIGNALS COMMUNICATION	32	0	0%
GENERAL WIRING	14	0	0%
HVAC	86	19	22%
CABINET MAKING (BENCH MILL)	83	28	33.7%
BASIC CARPENTRY	82	66	80.4%
BUILDING MAINENANCE	84	42	50%
BASIC PLUMBING	73	63	86.3%

GRAPHICS/MEDIA

COMMERICAL DESIGN	56	52	92.9%
ILLUSTRATION ADVERTISING	53	33	58.9%
MACHINE DRAFTING	29	25	86.2%
PHOTO TECHNOLOGY	57	49	85.9%

BEST COPY

PRINTING	145	50	34.4%
TV PRODUCTION	89	19	21.3%

HEALTH

DENTAL ASSISTANT	30	20	66%
NURSING ASSISTANT	49	46	93.8%
HEALTH AIDE	30	29	96.6%
MEDICAL OFFICE ASSISTANT	33	32	96.9%
MEDICAL LAB ASSISTANT	31	31	100%
MEDICAL TERMINOLOGY	17	16	94.1%
ANATOMY	14	13	92.8%

METALS FABRICATION/ELECTRONICS

BASIC ELECTRONICS	.42	40	95.2%
COMMUNICATIONS ELECTRONICS	142	115	80.9%
COMPUTER ELECTRONICS	79	0	0%
MACHINE TECHNOLOGY	80	21	26.2%
AUTOBODY REPAIR	34	33	97%
SHEET METAL	29	25	86.2%
WELDING	64	41	64%

BEST COPY

Greater Boston Regional Education Center
The Commonwealth of Massachusetts
Department of Education

27 Cedar Street, Wellesley, Massachusetts 02181 431-7825

Boston School Desegregation
Vocational and Occupational Education
Monitoring Activity Log

Monitoring Area Core Program

Monitor Therese Alston

Date	Interviewee(Title)	School/Site	Document Collected and/or Examined
3/26	Acting principal, asst. principal, IA/Home EC teachers	Mackey Middle	Notes re: scheduling bil. voc. students
3/27	Jean Egan (Director of Instruction) and Janet Short (principal	Tobin School	Notes: status
3/15	Betty Feldman (career guidance specialist) & Jim Mahoney (IA coordinator)	Admin. HHORC offices	Note re: career ed, core program changes
4/1	Sid. Smith (headmaster) & Ed Joyce (asst. headmaster)	English High	Notes re: closing of IA/ Home Ec-new school concept
4/2/	John Daniels(principal) Director of Instruction, IA & Home Ec teachers	Rodgers Middle School	Notes on status
4/8	Al Holland(principal) Helen Varraso(career prep. dept. head), DE,IA & Home Ec. teachers	Jeremiah E. Burke High	Notes on status

Greater Boston Regional Education Center
The Commonwealth of Massachusetts
Department of Education

27 Cedar Street, Wellesley, Massachusetts 02181 431-7825

Boston School Desegregation
Vocational and Occupational Education
Monitoring Activity Log

Monitoring Area Magnet Programs Monitor Therese Alston

Date	Interviewee(Title)	School/Site	Document Collected and/or Examined
4/ 9	Curtis Wells-headmaster-Bob Perkins (adm. asst.)	Madison Park High	Notes: Madison Park HHORC merger,(problems/ plans)
4/10	Cynthia Rock (career ed staff)	Wilson Middle	Career ed activity status
4/12	Jim Caradonio-director of Occ Ed Betty Feldman	HHORC-Citywide Admin. office	Magnet and core programs status
4/19	Observation of plaintiff-judge interaction	Federal courthouse	Citywide assignment/ enrollment data
4/26	Clif Janey(headmaster) Glen McKenzie (registrar)	HHORC	Notes on enrollment retention problems; plans for staff in-service and student feedback (Transfer data requested by Judy Taylor)

Greater Boston Regional Education Center
The Commonwealth of Massachusetts
Department of Education

27 Cedar Street, Wellesley, Massachusetts 02181 431-7825

Boston School Desegregation
Vocational and Occupational Education
Monitoring Activity Log

Monitoring Area Bilingual Voc. Ed. Monitor Ed Glasser

Date	Interviewee(Title)	School/Site	Document Collected and/or Examined
3/25/85	Tomasa Couverthier (Bilingual voc. ed. coordinator)	HHORC	Bilingual voc. ed. policy paper
3/26/85	Bell (principal)	Mackey Middle	Discussed bilingual student enrollment in IA
3/29/85	Tomasa Couverthier	HHORC	LEP participation in voc. programs
4/3/85	Gil Hebert	GBREC	Coordination meeting
4/8/85	Couverthier	HHORC	Lau Plan for voc. ed.
4/9/85	Pacifico(Bus. Ed. dept. head)	Brighton	Various bilingual materials
4/10/85	Couverthier	Jamaica Plain High South Boston High	Examined bilingual voc. forms

Monitoring Area In-Service Training

3/29/85	Dr. Joyce Malyn-Smith (director curriculum)	HHORC	Examined CBVE progress sheets
4/1/85	Dianne Quarles (staff development specialist)	HHORC	Prof. Dev. materials

Greater Boston Regional Education Center

The Commonwealth of Massachusetts

Department of Education

27 Cedar Street, Wellesley, Massachusetts 02181 431-7825

Boston School Desegregation
Vocational and Occupational Education
Monitoring Activity Log

Monitoring Area Job Placement Monitor Ed Glasser

Date	Interviewee(Title)	School/Site	Document Collected and/or Examined
4/3/85	Ed Sprissler(dept. head) Mario Communale (dept. head)	West Roxbury High Dorchester High	Job placement data Job placement data
4/9/85	Al Conte(occ. dev. specialist)	HHORC	Job Placement
4/12/85	Jim Caradonio(dir. ed & emp.)	HHORC	Lau plan for voc ed
4/23/85	Elise Bon-Rudin (research specialist)	HHORC	Placement data
Monitoring Area	Program Changes		
4/12/85	Jim Caradonio	HHORC	Student assignment book

Greater Boston Regional Education Center
The Commonwealth of Massachusetts
Department of Education

27 Cedar Street, Wellesley, Massachusetts 02181 431-7825

Boston School Desegregation
Vocational and Occupational Education
Monitoring Activity Log

Monitoring Area Management Modification Monitor Naisuon Chu

Date	Interviewee(Title)	School/Site	Document Collected and/or Examined
3/20/85	Jim Caradonio	HHORC	Draft management modification chart and description
4/12/85	Jim Caradonio	HHORC	Discussed the progress of management modification
3/5/85	Elise Bon-Rudin	GBREC	Action plan for program evaluation

Monitoring Area Curriculum Revision

2/12/85	Joyce Malyn-Smith	HHORC	Summary of CBVE development, dated 2/1/85
3/20/85	Joyce Malyn-Smith	HHORC	Examined the status of incomplete CBVE for each program

SCHOOL FACILITIES

SCHOOL FACILITIES

Construction, renovation and closing of school facilities shall occur according to the standards contained in the following orders:

I. [illegible] Interlocutory Order of June 21, 1974

This order prohibits the construction of new buildings, expansion of existing ones, or placement of portable buildings without the specific approval of the Court.

FINDINGS Compliance

Monitors have found Boston in full compliance with this order.

II. **ORDER** Student Desegregation Plan, May 10, 1975 pp. 6-7

SUMMARY

This order (1) requires that each school facility which is to remain open will house a student body that does not exceed the tables in the plan (though these capacities need not be met to determine internal distributions by programs) and (2) lists schools which are closed and are to remain closed and those which are to be closed by August, 1975.

FINDINGS Compliance

Monitors have found that no school has exceeded the capacity ceiling ordered by the Court. See Report No. 4, Vol. II, p. 205.

III. **ORDER** Memorandum and Orders Modifying Desegregation Plan, May 6, 1977, pp. 37-40

SUMMARY

This order spells out the long-range construction and repair programs filed November 1976 and modified in December, 1976. For example, it establishes timetables for the building of Charlestown High and the ORC. It establishes the joint planning process (city, state, school department) to be carried out in developing the Unified Facilities Plan due September, 1977 and specifies what the plan shall include. It also requires state defendants to report to the Court any problems with specific financing commitments already made, as well as commitments hereafter made by the state for construction and renovation projects.

FINDINGS Compliance

The Unified Facilities Plan was developed in accordance with Court Orders and filed on March 25, 1985.

On May 9, 1985, the Court gave permission for the projects identified on p. III B-2 of the Unified Facilities Plan for FY 1986 to be undertaken and authorized the parties to take all necessary steps to accomplish them.

IV. **ORDER** Further Memorandum and Order as to Unified Facilities Plan, August 15, 1979

SUMMARY

These orders establish the December 1979 deadline for filing the revised joint UFP. It specifies a ten-year period to be covered and calls for the elimination of no fewer than half of the excess seats at the elementary level, requiring, as well, the names of schools to be closed. It also requires a revised assignment plan based on the closings.

FINDINGS Compliance

A ten year facilities plan has been filed.

V. **ORDER** Orders Relating to Unified Facilities Planning, March 21, 1980

SUMMARY

These orders adopted proposals of the joint planners insofar as they proposed the closing of ten elementary schools beginning with the school year 1980-1981, ordered the closing or retention of various schools, rejected proposals to establish linkage and beacon schools, ordered the filing of an elementary student assignment plan, and required the joint planners to resume unified facilities planning and to file further proposals.

FINDINGS Compliance

See Report No. 4, Vol. II, p. 207

VI. **ORDER** Supplemental Order Relating to Unified Facilities Planning, April 2, 1980

SUMMARY

This Order requires the closing of the Mead School and states that the Court's failure to comment on the content of a secondary schools space matrix filed with the Court and dated March 6, 1980, not be construed as approval of changes in court-ordered capacities. It specifically orders that such changes be denied but that they may be approved later after appropriate discussions between specific appropriate parties.

FINDINGS Compliance

See Report No. 4, Vol. II, p. 208

VII. **ORDER** Order on Joint Defendants' Motion for Adoption, May 11, 1981

SUMMARY

This order requires the closing of 27 schools and denies the request to create a kindergarten program at the Robert Gould Shaw Middle School as inconsistent with the Court's orders with respect to uniform grade structure. It forbids in general all such modifications of this type.

FINDINGS Compliance. See Report No. 4, Vol. II, p. 208

VIII. **ORDER** Memorandum And Supplementary Disengagement Orders, September 17, 1984

These orders identify several earlier orders which have not been carried out, including filing of a complete Unified Facilities Plan, and presents a draft order, Partial Termination of Jurisdiction, to be discussed in Court on October 12, 1984.

FINDINGS Compliance

On March 25, 1985, a Facilities Plan was filed.

IX. **ORDER** Order to File Unified Facilities Plan, November 2, 1984

SUMMARY

This order requires that a unified facilities plan be filed on or before December 15, 1984, requires that the plan be authored and filed jointly by the school defendants, the state defendants, and the city defendants, and requires that it address among other things the Court orders of May 6, 1977, and August 15, 1979. This plan must be filed regardless of whether a modified student assignment plan has been negotiated.

FINDINGS

A Unified Facilities Plan was filed on March 25, 1985, in accordance with these orders.

X. **ORDER** Memorandum and Orders regarding the Unified Facilities Plan and Excess Seats of January 4, 1985

SUMMARY This order among other things summarizes the history of requests for a calculation of excess seats, provides a draft of tables of excess seats using existing documents, and requires that the joint Unified Facilities Plan planners file complete and accurate calculations of current excess seats not later than January 10, 1985, together with any needed explanatory documents.

FINDINGS The Joint Planners each filed their responses to this order substantially agreeing with that filed by School defendants.

XI. **ORDER** Approval to Proceed with First Year Projects in the Unified Facilities Plan, May 9, 1985

SUMMARY This order gives permission to proceed with projects identified on page III B-2 of the Unified Facilities Plan for Fiscal Year 1986, without prejudice to possible additions.

FINDINGS The City of Boston is now processing applications for certain projects in connection with the May 9, 1985, order. It is anticipated that these proposals will be considered by the Board of Education at its June 25, 1985, meeting.

CONCLUSION

The Board of Education now awaits the written findings of the Court with respect to the Unified Facilities Plan filed on March 25, 1985.

BOSTON DESEGREGATION REPORT # 5
SCHOOL FACILITIES
VOLUME II ATTACHMENTS

December 20, 1984	Letter from Robert H. Blumenthal, Esq., Counsel, State Board of Education to Stephen A. Moynahan, Jr., Deputy Clerk U.S. District Court, enclosing for filing: State Defendants' Motion to Modify Order to File Unified Facilities Plan.
January 4, 1985	Memo from W. Arthur Garrity, Jr., U.S. District Judge, Memorandum and Orders Regarding UFP and Excess Seats.
January 8, 1985	Memorandum to David A. Jones, Associate Commissioner from Charles Glenn regarding Boston Capacity Analysis.
January 10, 1985	Letter to Stephen A. Moynahan, Jr., Esq. from Henry C. Dinger with enclosures for filing and docketing 3 items: a) School Defendants' Motion for Ruling Regarding Elimination of Excess Seats b) School Defendants' Memorandum in Support of Ruling Regarding Elimination of Excess Seats, and c) Filing of "Excess" Seat Calculations.
January 10, 1985	Memorandum from Robert Blumenthal and Robert H. Bohn, Jr., Esq. re State Board Filing on Calculation of Excess Seats.

January 10, 1985	Memo from Steven P. Perlmutter, Assistant Corporation Counsel, City of Boston Law Dept., re: Public Facilities Department's Comments on Current Excess Seats.
January 14, 1985	Memo from Thomas I. Atkins, Counsel for Plaintiffs re: SCF/Plaintiffs' Comments on Unified Facilities Plan, Excess Seats.
January 18, 1985	From Judge W. Arthur Garrity, Jr., - Transmittal of Court Expert's Memoranda of 1/15/85 from Robert A. Dentler to Judge Garrity re: An Empirical Foundation for Reducing Excess Seats.
January 25, 1985	Letter to Stephen A. Moynahan, Jr., Esq. from Robert H. Blumenthal, Esq. - State Board's Reply to City Defendants' Comments on Unified Facilities Plan Negotiations.
January 29, 1985	School Defendants' Report on School Closings for 1985-86. Filing by Marshall Simonds, P.C. and Henry C. Dinger, Attorneys for School Defendants.
February 11, 1985	Letter to Michael Smith, City of Boston Facilities Dept., from Sam Pike re review of materials submitted as part of the application procedure for state construction application assistance re: upgrading of heating systems in certain schools.

March 1, 1985	Letter from Robert Blumenthal to Steven A. Moynahan, Jr., Deputy Clerk U.S. District Court. The State Board Motion that Said Unified Facilities Plan Filing Date be Amended to March 25, 1985. (Motion allowed and so ordered, 3/5/85 - Garrity, J. - R.R. 368.) From February 5, 1985 bench order.
March 13, 1985	Letter to John H. Lawson, Commissioner of Education from Robert R. Spillane, Boston's Superintendent of Schools, re: B.O.E.'s Monitoring Report #4, School Facilities page 7.
March 21, 1985	School Defendants' Motion for an Extension of Time in Which to File Unified Facilities Plan. 3/25/85 - Allowed and So Ordered - Judge Garrity. R.R.3692. Filed by Marshall Simonds, P.C. and Henry Dinger.
March 22, 1985	Correspondence from William J. Crowley, Executive Assistant to the Commissioner, attesting that the Board of Education approved the Unified Facilities Plan with the understanding that conditions enumerated be met.
March 28, 1985	Letter to Honorable Raymond L. Flynn, Mayor of Boston from Robert Spillane asking approval of request for additional $2,000,000 for alteration and repair of school buildings...etc.
May 1, 1985	School Defendants' Motion for Order Regarding Facilities -- to permit implementation of the projects identified in the draft UFP for FY 86, filed by Marshall Simonds, P.C. and Henry C. Dinger.

May 3, 1985	Letter from Robert Blumenthal, Esq., to Stephen A. Moynahan, Jr., Esq., enclosing filing by the State Board, Comments on the Unified Facilities Plan.
May 5, 1985	Memo from Steven P. Perlmutter regarding City Defendants' Opposition to School Defendants' Motion for Order Regarding Facilities.
May 8, 1985	Memo from Steven P. Perlmutter re: City Defendants' Memorandum on the Court's Preliminary Findings on the UFP.
May 8, 1985	Memo from Marshall Simonds, P.C. and Henry Dinger re: School Defendants' Supplementary Memorandum Regarding Unified Facilities Plan.
May 8, 1985	Memo from Robert Pressman, Center for Law and Education, Inc., re: Plaintiffs' Memorandum Concerning the School Defendants' Motion Regarding Emergency Repairs.
May 9, 1985	Memo from Steven P. Perlmutter, Assistant Corporation Counsel, City of Boston Law Department, re: City Defendants' Memorandum in Response to School Defendants' Supplementary Memorandum Regarding Unified Facilities Plan.
May 9, 1985	Order by Judge Garrity Approving School Defendants' Motion of May 1, 1985 Authorizing The Parties To Take All Steps Necessary To Accomplish Projects Identified on Page III B-2 Of The UFP For Fiscal Year 1986.

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

December 20, 1984

Stephen A. Moynahan, Jr., Esq.
Deputy Clerk
U.S. District Court
1525 U.S. Post Office and Courthouse
Boston, Massachusetts 02109

Morgan v. Walsh-Tomasini
C.A. 72-911-G

Dear Mr. Moynahan:

Enclosed please find for filing in the above action the State Defendants' Motion to Modify Order to File Unified Facilities Plan and Memorandum in Support of Motion to Modify Order to File Unified Facilities Plan.

Thank you.

Sincerely,

Robert H. Blumenthal

Robert H. Blumenthal, Esq.
Counsel, State Board of
Education

RHB/kal
Enclosures:
cc: Parties of Record

UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN, et al.,
Plaintiffs
v.
RITA WALSH-TOMASINI, et al.
Defendants

C.A. 72-911-G

STATE DEFENDANTS' MOTION TO MODIFY ORDER TO FILE UNIFIED FACILITIES PLAN

Defendant Massachusetts Board of Education ("the State Board") moves this Court to modify its Order to File Unified Facilities Plan of November 2, 1984 by deleting the first and last sentence in paragraph one of said Order, and inserting in place of the first sentence the following:

> A Unified Facilities Plan (UFP) shall be filed no later than thirty days after the court has ruled on (a) any motions to modify outstanding assignment orders that the parties may file, and (b) any proposals to modify outstanding assignment orders that may be presented by the court.

School defendants and city defendants, who together with the State Board are charged with the development and filing of the UFP, have assented to the above motion.

In support of said motion, the State Board files the attached Memorandum.

Respectfully submitted,

Robert H. Blumenthal, Esq.
Counsel, State Board of
Education
1385 Hancock Street
Quincy, Massachusetts 02169
(617) 770-7315

Robert H. Bohn, Jr./RHB

Robert H. Bohn, Jr., Esq.
Gitlin, Emmer, Kaplan & Bohn
160 Milk Street
Boston, Massachusetts 02109
(617) 451-6970

DATE: December 20, 1984

UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN, et al.,
Plaintiffs
v.
RITA WALSH-TOMASINI, et al.
Defendants

C.A. 72-911-G

MEMORANDUM IN SUPPORT OF MOTION TO MODIFY ORDER TO FILE UNIFIED FACILITIES PLAN

In its Memorandum and Orders Modifying Desegregation Plan of May 6, 1977, and in subsequent orders, most recently its Order to File Unified Facilities Plan of November 2, 1984, the Court has directed school defendants, city defendants and the State Board (the Joint Planners) to prepare and file a document that addresses long-range proposals for the construction, renovation and closing of school buildings in the Boston Public School system. This document is referred to as the Unified Facilities Plan, or UFP. While some progress has been made in past years toward satisfying the Court's facilities orders, such as the joint submission and approval of a school closings proposal in the

Spring of 1981, the Court's requirement that the UFP be "entire", contained in its Further Memorandum and Order as to Unified Facilities of August 15, 1979, has not been satisfied.

In May of 1984, the Joint Planners initiated a new effort to reach agreement on a comprehensive facilities plan that would satisfy outstanding Court orders. This effort was intensified after the hearing of October 26, 1984, at which the Court ordered the Joint Planners to file a completed plan by December 15, 1984. (The filing date was later changed to December 20.) Progress has been substantial over the past weeks, and the Joint Planners continue to meet in an effort to produce a UFP. The Court's deadline has arrived, however, and we must report that final agreement has not been reached.

The present motion, which seeks postponement of the UFP deadline until thirty days after the Court has ruled upon assignment modification proposals that either it or the parties may offer, attempts to sustain the momentum of current negotiations, and to allow for critical facilities decisions to be made in the appropriate sequence.

This motion should be considered in the context of both the real progress toward completion of a UFP that has been made to date, and the significant issues yet to be resolved. Negotiations to date have resulted in the following essential elements of the ultimate plan:

1) A building profile has been completed of every Boston Public School facility currently in operation, identifying the alteration and repair needs of each building and the cost of each project.

2) A preliminary analysis of this profile has indicated that the total cost of all such projects is approximately $55 million, of which approximately $30 million is eligible for reimbursement under the Massachusetts School Building Assistance program, Mass. St. 1948, c. 645, as amended.

3) City defendants have made a commitment to subsidize those projects eligible for state reimbursement over an eight-year period.

4) Negotiations have commenced around the creation of an eight to ten-year schedule for school improvement projects that will identify, on an annual basis, the order in which projects are undertaken.

At the same time, the following issues have yet to be addressed:

1) The mechanism for funding those projects estimated to cost a total of $25 million, that are not eligible for state reimbursement.

2) The mechanism for funding the removal and replacement of asbestos materials in all school facilities, estimated to cost up to $40 million.

3) The mechanism for funding the provision of barrier-free access for handicapped persons to all school facilities, estimated to cost up to $25 million.

4) An expansion of school defendants' annual alteration and repair budget, currently set in accordance with Mass. St. 1982, c. 190, §2.

5) The appropriate method for funding renovations of the White Stadium athletic facility, estimated to cost $3 million.

6) The preparation of a comprehensive schedule of new construction projects. To date, school and city defendants have proposed only the construction of a new Latin School/Latin Academy facility, for which city defendants have committed $35 million. A justification of this project in terms of its impact on desegregation has yet to be provided.

7) The preparation of a comprehensive schedule of renovation projects necessitated by any changes in facilities use required by proposals to modify the student assignment process that are ultimately adopted by the Court.

8) The preparation of a comprehensive list of school closings that eliminates unnecessary excess capacity at all levels of the school system.

9) An analysis of all facilities proposals that insures both the enhancement of desegregation and an equitable spreading of benefits and burdens among all members of the Boston Public School community.

Each of the above nine items must be addressed before any facilities plan can be considered "entire". At the same time, closure cannot be reached on these items, particularly the final four, until proposals for modifying the student assignment process have been acted upon by the Court. The relation of possible assignment modifications to school closings is especially critical, since school improvement budget projections will be reduced, and school improvement schedules will be revised, once school closing proposals have been made.

The State Board shares the Court's disappointment that these issues have not been resolved to date. It is especially disappointing that school defendants have waited until the eleventh hour to propose modifications in the assignment process, particularly in light of the clear directives contained at Sections VI(B)(5) and IX(B) of the December 23, 1982 Orders of Disengagement. We agree, however, with the intentions of school defendants to provide for public hearings before proposals to close specific schools are finally adopted.

The motion for modification that the State Board has presented will allow for an orderly and expeditious resolution of these outstanding issues. It will permit the school defendants to hold public hearings on school closings within the next few weeks. It will allow all parties to be heard on proposed assignment modifications, and for the

Court to rule on said proposals. And it will maintain an appropriate deadline within which the Joint Planners must conclude their negotiations.

Adoption of the present motion would be consistent with the Court's longstanding concern for ensuring that parents have the opportunity to be heard during the process of developing school closing proposals. The State Board notes in this regard that the original UFP submission was rejected by the Court in 1978 in part to allow for such input, and that public hearings preceded the filing of proposals to close schools in December 1979 and March 1981. Further, the granting of this motion, together with timely action upon proposals for assignment modifications, will in no way delay the implementation of the UFP finally adopted by the parties and approved by the Court. Evidence on this last point is provided by the process of identifying and implementing school closings during the Spring and Fall of 1981. Finally, action upon proposals for modifications in the student assignment process, followed within thirty days by the filing of a UFP, will permit the Department of Implementation to provide the most accurate analysis of the anticipated impact of the UFP, as called for at section 9(d)(4) of the Memorandum and Orders Modifying Desegregation Plan dated May 6, 1977.

By its comments at the hearing of October 26, 1984, the Court made it clear that proposals for modifying the student assignment process would be forthcoming, from the bench if not from the parties. The anticipation of these proposals, and the impact that they might have upon facilities planning, have not inhibited the Joint Planners in their efforts to achieve as much progress on the UFP as possible. The filing of the present motion similarly will not impede ongoing discussions. For its part, the State Board is prepared to see the UFP negotiating process through to completion. Without intending to delay the Court's plan to have final facility orders in place by June 1985, and in the hopes of guaranteeing the most appropriate sequence for concluding present negotiations, the State Board urges the adoption of its motion.

Respectfully submitted,

Robert H. Blumenthal

Robert H. Blumenthal, Esq.
Counsel, State Board of
Education
1385 Hancock Street
Quincy, Massachusetts 02169
(617) 770-7315

Robert H. Bohn, Jr. /RHB

Robert H. Bohn, Jr., Esq.
Gitlin, Emmer, Kaplan & Bohn
160 Milk Street
Boston, Massachusetts 02109
(617) 451-6970

DATE: December 20, 1984

UNITED STATES DISTRICT COURT

DISTRICT OF MASSACHUSETTS

DOCKETED

TALLULAH MORGAN ET AL.,
Plaintiffs,

v.

RITA WALSH-TOMASINI ET AL.,
Defendants.

CIVIL ACTION
NO. 72-911-G

MEMORANDUM AND ORDERS REGARDING UFP AND EXCESS SEATS

January 4, 1985

GARRITY, J.

By its order dated November 2, 1984 the court ordered the joint defendants to file a Unified Facilities Plan ("UFP") which was entire, i.e., a UFP which would address *inter alia* the elimination of "no fewer than half of all excess seats". See paragraph 2 of Further Memorandum and Order as to UFP dated August 15, 1979, which was incorporated by reference and also attached as Appendix B. In its follow-up order of November 30, 1984 the court stated that a calculation of excess seats was a necessary starting point for analysis and specifically ordered that the UFP contain "(1) a table showing current excess seats" similar to that contained in an earlier court order, and "(2) a comparative calculation of excess seats, or a range thereof, likely under the proposed student assignment plan . . . ." The deadline for this filing since the court's disengagement orders entered December 23, 1982 had been December 15, but at the request of the parties this deadline was extended until December 20, 1984.

The filings submitted by the parties on December 20 ignore the court's repeated order regarding excess seats. The school defendants filed a progress report and partial draft of the UFP, but nowhere is there compliance or justification of non-compliance with the court's repeated order. As was demonstrated five years ago in the winter of 1979-80, capacity and enrollment figures are readily available to the defendants, and calculation of surplus and excess seats can be made without procrastination. As emphasized in its order dated November 30, 1984, what the court and parties need at this juncture is not a projection of future capacities and enrollments, but current figures.

Because of the parties' default, and toward avoiding time-consuming contempt proceedings, the court has reviewed information in presumably outdated documents and undertaken to draft the following tentative tables of excess seats:

Excess Seats by District, 1984

District	Capacity[1]	12/84 Enrollment[2]	Surplus Seats	25% Cushion	Excess Seats	1/2 Excess Seats
1	5,269	4,381	888	222	666	333
2	5,856	4,687	1,169	292	877	438
3	6,485	5,272	1,213	303	910	455
4	5,394	4,444	950	238	712	356
5	10,693	8,708	1,985	496	1,489	744
6	6,969	5,397	1,572	393	1,179	590
7	6,072	5,231	841	210	631	316
8	4,153	3,139	1,014	254	760	380
9	17,780	16,054	1,726	432	1,294	647
TOTAL	68,671	57,313	11,358	2,840	8,518	4,259

Excess Seats by Grades, 1984

Grades	Capacity[1]	12/84 Enrollment[2]	Surplus Seats	25% Cushion	Excess Seats	1/2 Excess Seats
K-5	33,106	27,849	5,257	1,314	3,943	1,972
6-8	15,925	12,631	3,294	824	2,470	1,235
9-12	19,640	16,833	2,807	702	2,105	1,052
TOTAL	68,671	57,313	11,358	2,840	8,518	4,259

Complete and accurate figures must be filed as soon as possible.

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[1] Based on Department of Implementation capacities included in the Long Range Facilities Plan published on May 30, 1984.

[2] Based on assigned enrollments as of 12/6/84. K-1 and K-2 half-day students are counted as full students.

Accordingly it is ORDERED that the joint UFP planners file complete and accurate calculations of current excess seats as soon as possible, no later than January 10, 1985. Such calculations shall be filed jointly by the joint UFP planners unless they are unable to agree, in which event each of the UFP planners shall file a separate calculation. To the extent that the filing or filings disagree with the court's tentative calculation set forth above, the parties shall accompany their filing or filings with an explanatory memorandum explaining what they believe to be errors in the court's tentative calculation.

It is further ORDERED that the hearing scheduled for January 14, 1985 at 2:00 p.m. (regarding the school defendants' motion to modify the student assignment plan) be expanded to include the question of the accurate number of current excess seats in the various districts and grade levels, and the impact of such excess capacity upon current and future facilities planning for the 1985-86 school year and thereafter.

With respect to the draft UFP filed solely by the school defendants, it is inadequate in several respects other than its failure to calculate excess seats, such as the failure to provide schedules for repairs, renovations, construction, and school closings. The state defendants have filed a motion, supported by the school defendants, to allow the UFP to be filed within thirty days after the court has ruled on "(a) any motions to modify outstanding assignment orders that the parties may file, and (b) any proposals to modify outstanding assignment orders that may be presented to the court."

There is no need to recount the long history of the court's efforts to secure responsible facilities planning for the Boston public schools. It is sufficient to state that the court has sought such planning from the joint planners since 1977 without acceptable result. In its order issued on November 2, 1984 the court ordered that the UFP be filed on December 15, 1984 (later extended to December 20, 1984) independently of proposals to modify the student assignment plan. Once again this essential element of the student desegregation plan has been put on the back burner by the joint planners "until proposals for modifying the student assignment process have been acted on by the court."

We again reject the defendants' contention that the method of making student assignments must precede facilities planning. However, the court continues to rely upon the joint planners to fulfill their promise to achieve as much progress on the UFP as possible.

For these reasons it is further ORDERED that the State Board's motion be denied regarding the analysis of excess seats, but allowed as to the other components of the UFP.

W. Arthur Garrity Jr.
United States District Judge

Bureau of Equal Educational Opportunity

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

January 8, 1985

TO: David Jones
cc: Bob Blumenthal, John Calabro, Frank Banks

FROM: Charles Glenn

RE: Boston Capacity Analysis

I have prepared a number of summaries of capacities and excess seats, using approximately the format employed by the Court in the January 4th memorandum. It was necessary to provide alternatives because I was working with four different lists of capacities, each emanating from the School Department. My summaries are based upon detailed school-by-school listings which are available as needed.

After our meeting with the School Department and PFD tomorrow I will be in a better position to form a judgment about the relative merits of the different capacity figures.

The first Table (and the extensive capacity analyses which I gave you last week) is based upon the November 1, 1984 printout of the enrollment of each school, which includes a figure for the "Court Capacity" of each school. My assumption is that this figure was approved by the Court at some point. My detailed analyses last week also used the figures for "non-programmatic capacity" for each school from this printout. All enrollment figures in the tables are also taken from the printout.

The second Table is based upon the "Space Matrix" for 1984-85, submitted for my review last Spring. These capacities are those on which the 1984-85 assignments were based. It includes the entire capacity of the Latins and the Umana under high school capacities, since the Matrix does not distinguish between middle and high school space.

The third Talbe is based upon the capacities included in the "Long Range Plan" draft developed by the School Department in May 1984. These figures permit breaking out the middle and high school grades at the three schools mentioned above. Note that Latin Academy is not assigned a capacity.

The fourth Table is based upon the December filing by the School Department, and is generally identical with the May figures; three schools (all in District VI) are assigned different capacities.

The fifth Talbe compares the capacities attributed to each elementary school by the November printout, the space matrix, and the May 1984 plan. The sixth and seventh tables provide the same information for middle and high schools.

I trust that these analyses will be helpful to our discussion.

TABLE 1

Excess Seats by District, 1984

(based upon "Court Capacity" on printout) (including Labs and [illegible])

DISTRICT	ELEMENTARY	11/84 ENROLL	SURPLUS	1/2 EXCESS SEATS	MIDDLE	11/84 ENROLL	SURPLUS	1/2 EXCESS SEATS
1	3080	2296	784	294	1540	1160	380	143
2	3885	2812	1073	402	1790	1115	675	253
3	4180	2755	1425	534	2740	1250	1490	559
4	3890	2593	1297	486	1600	935	665	249
5	7190	5241	1949	731	2900	1949	951	357
6	4730	3035	1695	636	2350	1413	937	351
7	4045	3051	994	373	1770	1206	564	212
8	1955	1464	491	184	1020	679	341	128
9	5295	4163	1132	425	3550	3139	411	154
TOTAL	38250	27410	10840	4065	19260	12846	6414	2405

DISTRICT	HIGH	11/84 ENROLL	SURPLUS	1/2 EXCESS SEATS	TOTAL	11/84 ENROLL	SURPLUS	1/2 EXCESS SEATS
1	1250	1068	182	68	5870	4524	1346	505
2	1200	782	418	157	6875	4709	2166	812
3	1400	1319	81	30	8320	5324	2996	1124
4	1100	938	162	61	6590	4466	2124	797
5	2150	1612	538	202	12240	8802	3438	1289
6	1200	995	205	77	8280	5443	2837	1064
7	1100	1123	-23	-9	6915	5380	1535	576
8	1200	1020	180	68	4175	3163	1012	380
9	10110	8435	1675	628	18955	15737	3218	1207
TOTAL	20710	17292	3418	1282	78220	57548	20672	7752

TABLE 2

Excess Seats by District, 1984

(based upon 1984-85 "Space Matrix")

DISTRICT	ELEMENTARY	11/84 ENROLL	SURPLUS	1/2 EXCESS SEATS	MIDDLE	11/84 ENROLL	SURPLUS	1/2 EXCESS SEATS
1	2930	2296	634	238	1357	1160	197	74
2	3346	2812	534	200	1337	1115	222	83
3	3487	2755	732	275	1642	1250	392	147
4	3082	2593	489	183	1136	935	201	75
5	5958	5241	717	269	2290	1949	341	128
6	3619	3035	584	219	1765	1413	352	132
7	3577	3051	526	197	1479	1206	273	102
8	1626	1464	162	61	871	679	192	72
9	4698	4163	535	201	1642	1296	346	130
TOTAL	32323	27410	4913	1842	13519	11003	2516	944

DISTRICT	HIGH	11/84 ← ENROLL	SURPLUS	1/2 EXCESS SEATS	TOTAL	11/84 ENROLL	SURPLUS	1/2 EXCESS SEATS
1	1200	1068	132	50	5487	4524	963	361
2	998	782	216	81	5681	4709	972	365
3	1360	1319	41	15	6489	5324	1165	437
4	1090	938	152	57	5308	4466	842	316
5	1744	1612	132	50	9992	8802	1190	446
6	992	995	-3	-1	6376	5443	933	350
7	1050	1123	-73	-27	6106	5380	726	272
8	1190	1020	170	64	3687	3163	524	197
9	11332	10278	1054	395	17672	15737	1935	726
TOTAL	20956	19135	1821	683	66798	57548	9250	3469

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TABLE 3

Excess Seats by District, 1984

(based upon May 1984 "Long Range Plan") (including [illegible] and [illegible])

DISTRICT	ELEMENTARY	11/84 ENROLL	SURPLUS	1/2 EXCESS SEATS	MIDDLE	11/84 ENROLL	SURPLUS	1/2 EXCESS SEATS
1	2893	2296	597	224	1389	1160	229	86
2	3251	2812	439	165	1439	1115	324	122
3	3429	2755	674	253	1666	1250	416	156
4	3138	2593	545	204	1166	935	231	87
5	6089	5241	848	318	2530	1949	581	218
6	3906	3035	871	327	1999	1413	586	220
7	3502	3051	451	169	1462	1206	256	96
8	1703	1464	239	90	952	679	273	102
9	4510	4163	347	130	2900	3139	-239	-90
TOTAL	32414	27410	5004	1877	15503	12846	2657	996

DISTRICT	HIGH	11/84 ENROLL	SURPLUS	1/2 EXCESS SEATS	TOTAL	11/84 ENROLL	SURPLUS	1/2 EXCESS SEATS
1	1195	1068	127	48	5477	4524	953	357
2	1166	782	384	144	5856	4709	1147	430
3	1390	1319	71	27	6485	5324	1161	435
4	1090	938	152	57	5394	4466	928	348
5	1894	1612	282	106	10513	8802	1711	642
6	1064	995	69	26	6969	5443	1526	572
7	1090	1123	-33	-12	6054	5380	674	253
8	1280	1020	260	98	3935	3163	772	290
9	9160	8435	725	272	16570	15737	833	312
TOTAL	19329	17292	2037	764	67253	57548	9705	3639

TABLE 4

Excess Seats by District, 1984

(based upon December 1984 School Defendants' Filing)

DISTRICT	ELEMENTARY	11/84 ENROLL	SURPLUS	1/2 EXCESS SEATS	MIDDLE	11/84 ENROLL	SURPLUS	1/2 EXCESS SEATS
1	2893	2296	597	224	1389	1160	229	86
2	3251	2812	439	165	1439	1115	324	122
3	3429	2755	674	253	1666	1250	416	156
4	3138	2593	545	204	1166	935	231	87
5	6089	5241	848	318	2530	1949	581	218
6	3951	3035	916	344	2127	1413	714	268
7	3502	3051	451	169	1462	1206	256	96
8	1703	1464	239	90	952	679	273	102
9	4510	4163	347	130	2900	3139	-239	-90
TOTAL	32466	27410	5056	1896	15631	12846	2785	1044

DISTRICT	HIGH	11/84 ENROLL	SURPLUS	1/2 EXCESS SEATS	TOTAL	11/84 ENROLL	SURPLUS	1/2 EXCESS SEATS
1	1195	1068	127	48	5477	4524	953	357
2	1166	782	384	144	5856	4709	1147	430
3	1390	1319	71	27	6485	5324	1161	435
4	1090	938	152	57	5394	4466	928	348
5	1894	1612	282	106	10513	8802	1711	642
6	1064	995	69	26	7142	5443	1699	637
7	1090	1123	-33	-12	6054	5380	674	253
8	1280	1020	260	98	3935	3163	772	290
9	9160	8435	725	272	16570	15737	833	312
TOTAL	19329	17292	2037	764	67426	57548	9878	3704

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		PRINT-OUT CAPACITY	SPACE MATRIX		MAY 1984	
I	Baldwin	350	305	-45	331	-19
I	Farragut	290	272	-18	284	-6
I	Gardner	550	512	-38	512	-38
I	Garfield	450	375	-75	371	-79
I	Hamilton	390	367	-23	341	-49
I	Tobin	630	630	0	611	-19
I	Winship	420	469	49	443	23
	DISTRICT I	3080	2930	-150	2893	-187
II	Agassiz	770	809	39	782	12
II	Ellis	550	509	-41	489	-61
II	Fuller	300	296	-4	284	-16
II	Higginson	310	218	-92	192	-118
II	J. F. Kennedy	550	502	-48	494	-56
II	Longfellow	450	282	-168	294	-156
II	Manning	215	193	-22	191	-24
II	Mendell	300	283	-17	283	-17
II	Parkman	440	254	-186	242	-198
	DISTRICT II	3885	3346	-539	3251	-634
III	Bates	300	258	-42	270	-30
III	Beethoven	350	240	-110	266	-84
III	Kilmer	300	229	-71	244	-56
III	Lee	1000	799	-201	774	-226
III	Lyndon	250	192	-58	204	-46
III	Mattahunt	1000	872	-128	824	-176
III	Mozart	250	180	-70	180	-70
III	Philbrick	200	155	-45	155	-45
III	Sumner	530	562	32	512	-18
	DISTRICT III	4180	3487	-693	3429	-751
IV	Channing	420	296	-124	334	-86
IV	Chittick	450	410	-40	434	-16
IV	Conley	400	244	-156	256	-144
IV	E.Greenwood	550	436	-114	420	-130
IV	Grew	350	269	-81	269	-81
IV	Hemenway	200	180	-20	180	-20
IV	F.D.Roosevelt	350	268	-82	254	-96
IV	P.A.Shaw	490	409	-81	409	-81
IV	Taylor	680	570	-110	582	-98
	DISTRICT IV	3890	3082	-808	3138	-752
V	Dickerman	350	361	11	335	-15
V	Endicott	280	232	-48	232	-48
V	Everett	400	310	-90	310	-90
V	Fifield	500	388	-112	388	-112
V	S.Greenwood	800	561	-239	548	-252
V	Holland	1000	882	-118	919	-81
V	Kenny	400	332	-68	232	-168
V	Marshall	1000	891	-109	995	-5
V	Mather	800	665	-135	677	-123
V	Murphy	1000	912	-88	965	-35
V	O'Hearn	310	192	-118	204	-106
V	Stone	350	232	-118	284	-66
	DISTRICT V	7190	5958	-1232	6089	-1101

		PRINT-OUT CAPACITY	SPACE MATRIX		MAY 1984	
VI	Clap	350	206	-144	206	-144
VI	Condon	1000	914	-86	1000	0
VI	Dever	700	576	-124	598	-102
VI	Emerson	300	268	-32	289	-11
VI	Mason	300	180	-120	120	-180
VI	Perkins	400	218	-182	243	-157
VI	Perry	350	179	-171	216	-134
VI	Russell	450	435	-15	435	-15
VI	Tynan	500	390	-110	483	-17
VI	Winthrop	380	253	-127	266	-114
	DISTRICT VI	4730	3619	-1111	3906	-824
VII	Blackstone	1200	987	-213	951	-249
VII	Eliot	430	292	-138	328	-102
VII	Hurley	470	435	-35	435	-35
VII	Kent	675	591	-84	615	-60
VII	Quincy	800	787	-13	742	-58
VII	Warren/Prescot	470	485	15	449	-21
	DISTRICT VII	4045	3577	-468	3520	-525
VIII	Adams	350	278	-72	278	-72
VIII	Alighieri	170	155	-15	180	10
VIII	Bradley	340	269	-71	281	-59
VIII	P. Kennedy	350	232	-118	284	-66
VIII	O'Donnell	325	296	-29	284	-41
VIII	Otis	420	396	-24	396	-24
	DISTRICT VIII	1955	1626	-329	1703	-252
IX	Curley	350	310	-40	310	-40
IX	Guild	350	298	-52	298	-52
IX	Hale	250	298	48	233	-17
IX	Haley	325	310	-15	310	-15
IX	Hennigan	950	647	-303	659	-291
IX	Hernandez	220	190	-30	202	-18
IX	Jackson/Mann	850	824	-26	650	-200
IX	McKay	700	617	-83	652	-48
IX	Ohrenberger	650	548	-102	548	-102
IX	Trotter	650	656	6	648	-2
	DISTRICT IX	5295	4698	-597	4510	-785
				0		0
	TOTAL	38250	31743	-6507	32414	-5836

1/9/85

TABLE 6

SCHOOL	Capacity 11/84	Space Matrix		May 1984	
Edison Middle	700	652	-48	664	-36
Taft Middle	750	615	-135	635	-115
Tobin Middle	90	90		90	
District I	1540	1357	-183	1389	-151
M.Curley Middle	1100	827	-273	729	-371
Lewis Middle	450	270	-180	365	-85
T.Roosevelt	240	240		345	105
District II	1790	1337	-453	1439	-351
Irving Middle	1040	769	-271	739	-301
Lewenberg Middle	900	483	-417	495	-405
R Shaw Middle	800	390	-410	432	-368
District III	2740	1642	-1098	1666	-1074
Rogers Middle	1000	606	-394	606	-394
Thomoson Middle	600	530	-70	560	-40
District IV	1600	1136	-464	1166	-434
Cleveland Middle	1250	1087	-163	1177	-73
Holmes Middle	600	471	-129	471	-129
Wilson Middle	1050	732	-318	882	-168
District V	2900	2290	-610	2530	-370
Dearborn Middle	400	504	104	476	76
Gavin Middle	1050	576	-474	780	-270
McCormack Middle	900	685	-215	743	-157
District VI	2350	1765	-585	1999	-351
Edwards Middle	670	594	-76	571	-99
Michelangelo	450	330	-120	318	-132
Timilty	650	555	-95	573	-77
District VII	1770	1479	-291	1462	-308
Barnes Middle	750	679	-71	734	-16
Cheverus	270	192	-78	218	-52
District VIII	1020	871	-149	952	-68
King Middle	840	781	-59	789	-51
Mackey Middle	500	509	9	509	9
Wheatley Middle	350	352	2	352	2
District IX	1690	1642	-48	1650	-40
	17400	13519	-3881	14163	-3237

1/9/85

TABLE 7

SCHOOL	CAPACITY	SPACE MATRIX		MAY 1984	
Brighton High	1250	1200	-50	1195	-55
Jamaica Plain	1200	998	-202	1166	-34
W. Roxbury High	1400	1360	-40	1390	-10
Hyde Park High	1100	1090	-10	1090	-10
Burke High	1050	774	-276	804	-246
Dorchester High	1100	970	-130	1090	-10
South Boston Hi	1200	992	-208	1064	-136
Charlestown High	1100	1050	-50	1090	-10
East Boston High	1200	1190	-10	1280	80
Boston High	1000	510	-490	492	-508
Latin Acad (9-12)	630	1230	600		-630
Latin Sch (9-12)	1200	2160	960	1250	50
Boston Technical	1560	1612	52	1560	0
Cooley Square	550	552	2	552	2
English High	2200	1980	-220	2026	-174
Madison Park	2400	2254	-146	2154	-246
Umana (9-12)	570	1034	464	634	64
			0		0
TOTAL	20710	20956	246	18837	-1873
			0		0

cG 1/8/85

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JAMES B. SPERLING
JAMES W. NAGLE
RAYMOND C. ZEMLIN
STEPHEN A. WILLIAMS
MARK LEFTON
CHRISTOPHER P. DAVIS
DONALD F. FARRELL, JR.
STEPHEN GEANACOPOULOS
GEORGE H. LIN EPSTEIN
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P. JOHN PETERSON
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JUDY K. MENCHER
CHRISTOPHER B. DALTON
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MARK W. PEARLSTEIN
ROBERTA A. SCHNOOR
SALLY A. VANDERWEELE
ADAM H. WEISENBERG
MARK WILSON
JOEL B. FARLEY

January 10, 1985

Stephen A. Moynahan, Jr., Esq.
Deputy Clerk
United States District Court
U.S. Post Office and Court House
Boston, MA 02109

Re: Morgan, et al. v. Walsh-Tomasini, et al.
Civil Action No. 72-911-G

Dear Mr. Moynahan:

Enclosed for filing and docketing please find the following:

1. School Defendants' Motion for Ruling Regarding Elimination of Excess Seats;

2. School Defendants' Memorandum in Support of Ruling Regarding Elimination of Excess Seats; and

3. Filing of "Excess" Seat Calculations.

Please sign the enclosed copy of this letter and give the same to bearer.

Sincerely,

Henry C. Dinger

HCD:cel

cc: Counsel of Record

UNITED STATES DISTRICT COURT

DISTRICT OF MASSACHUSETTS

* * * * * * * * * * * * * * * * * * *

TALLULAH MORGAN ET AL.,
Plaintiffs,
v.
JOHN A NUCCI, ET AL.,
Defendants.

* * * * * * * * * * * * * * * * * * *

CIVIL ACTION
NO. 72-911-G

SCHOOL DEFENDANTS' MOTION FOR RULING REGARDING ELIMINATION OF EXCESS SEATS

School Defendants move for a ruling that they are not obliged to reduce capacity in 1985 in accordance with an updated version of the formula set forth in this Court's order of August 15, 1979.

A supporting memorandum and other materials accompany this motion.

Respectfully submitted,

THE SCHOOL DEFENDANTS

By their attorneys,

Henry C Dinger

Marshall Simonds, P.C.
Henry C. Dinger
GOODWIN, PROCTER & HOAR
28 State Street
Boston, MA 02109

(617) 523-5700

UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

* * * * * * * * * * * * * * * * *

TALLULAH MORGAN, ET AL.,

Plaintiffs,

v.

JOHN A. NUCCI, ET AL.,

Defendants.

* * * * * * * * * * * * * * * * *

CIVIL ACTION
NO. 72-911-G

MEMORANDUM IN SUPPORT OF SCHOOL DEFENDANTS' MOTION FOR RULING REGARDING ELIMINATION OF EXCESS SEATS

School Defendants submit this memorandum in support of their motion for a ruling by this Court that they are not obliged to reduce capacity in 1985 in accordance with the "one-half of all excess elementary seats" formula set forth in this Court's order of August 15, 1979. School Defendants seek this ruling to alleviate the uncertainty generated by this Court's orders of November 30, 1984 and January 4, 1985, which can be read to suggest that the Court intends to require strict adherence to its 1979 formula in connection with any facilities plan submitted to the Court in 1985./1/

/1/ Indeed, the Court's request for calculations at all grade levels suggests that the Court may be considering applying the excess seat elimination formula systemwide. While this memorandum assumes that the reference to the 1979 formula implies that formula's application to elementary capacity only, the accompanying materials contain the reasons for not applying the formula at any grade level.

There are two reasons why this motion should be granted. First, the 1979 formula fails to take into account the predictably increasing enrollment of the elementary schools in the years to come, is based upon overstated capacities and is not a rational approach to the calculation of excess capacities. Second, adherence to the Court's 1979 formula is not justified on remedial grounds.

STATEMENT OF THE CASE

On November 2, 1984 this Court ordered the preparation and filing of a revised Unified Facilities Plan ("UFP"). In a further order dated November 30, 1984, the Court amplified this filing requirement by referring to prior UFP orders. The Court added: "The provision which should be emphasized for present purposes is the elimination of no fewer than half of all excess seats, i.e. surplus seats after allowing for a 25% cushion, in elementary schools." The provision to which the Court referred was contained in this Court's Further Memorandum and Order as to Unified Facilities Plan, dated August 15, 1979. The relevant portion of that order states as follows: "The revised UFP shall eliminate by July 1, 1980 no fewer than half of all excess seats (as of April 15, 1979) in elementary schools."

The requirement that half of all excess elementary seats be eliminated originated in this Court's draft order of April 12, 1979. There the Court proposed the elimination of half of all excess elementary seats existing as of October 15, 1979. The Court issued its mathematical formula for computing excess capacity sua sponte. No party proposed it and no evidence was introduced in support of it.

The Joint Planners incorporated this formula into the Manual for District Planning filed on April 23, 1979. The Court approved this interim planning manual in general terms on August 15, 1979 and directed that the UFP eliminate half of all excess elementary seats as of April 15, 1979.

As the Joint Planners conducted their planning exercise in accordance with the procedures set forth in the Manual, they reached the conclusion that considerations of stability warranted the elimination of somewhat fewer seats than would be warranted by the strict application of the Court's formula. This judgment was reflected in the list of ten schools proposed for closing in late 1979.

The Court, in its opinion of April 2, 1980, criticized this judgment and ordered the closing of two additional schools. In a footnote, the Court suggested that the rationale for the formula was the Court's apparent perception that, "[h]alf-empty schools produce the pressures and invite the manipulations which characterized the schools before the Court's intervention." Slip Op. at 4 n.2.

The School and City Defendants appealed from this order and sought a stay. After all parties (other than the State Board) joined in requesting a stay, the First Circuit remanded the case to this Court. This Court subsequently issued a stay.

In the 1980-81 school year the Joint Planners continued their planning efforts during the lengthy pendency of the appeal. On March 11, 1981 they filed a revised UFP which employed a "utilization rate" mode of analysis and proposed closing a much larger number of elementary schools (i.e. 27) than in 1979-1980 These closings eliminated approximately 5,480 elementary school seats, well in excess of one-half of the number of excess elementary seats as determined by the Court's 1979 formula. With one extremely modest exception, the Court accepted this revised UFP in an order dated May 11, 1981.

When the Court of Appeals finally ruled on the appeal from the 1980 facilities order, it took the position that the specific challenge to this Court's reliance on its 1979 formula in ordering the closing of additional schools was moot. The School Defendants submit that the mootness resulted from the fact that 1981 UFP submitted by the Joint Planners satisfied the August 15, 1979 order's requirement regarding excess elementary capacity although the 1979 formula was not employed in the Joint Planners' analysis. Since no order of this Court contained any on-going requirement that "excess" capacity be eliminated, the School Defendants assumed, at least until recently, that the elimination of "one-half excess" elementary capacity requirement of the August 15, 1979 order was simply part of the history of this case without present relevance.

The resurrection by reference of the August 15, 1979 order in this Court's orders of November 30, 1984 and January 4, 1985 has raised considerable uncertainty regarding the course the Court intends to take in 1985. While those orders merely direct the calculation of "excess" capacity in accordance with the Court's 1979 formula, the School Defendants are concerned that the Court's emphatic focus on that formula reflects -- and will be perceived by the public as reflecting -- a prejudgment that the 1979 formula will govern the issue of school closings in 1985.

The School Committee on December 19, 1984 approved the elimination of 1,000 seats system-wide and committed itself to complete the process of obtaining public input on the specific schools to be closed by the end of January. A reduction of this magnitude will not eliminate the number of seats which would be required under the Court's formula. However, the School Department staff is convinced that adherence to the 1979 formula in 1985 is unwarranted under the circumstances. The School Defendants now move that the Court rule that they shall not be obliged to adhere to the 1979 formula in connection with the judgments they face regarding school closings.

ARGUMENT

I. THE 1979 FORMULA REGARDING EXCESS CAPACITY IS NOT AS USEFUL A METHOD OF ANALYSIS AS THE UTILIZATION RATE APPROACH EMPLOYED BY THE SCHOOL DEPARTMENT.

The School Defendants have attached to this memorandum a paper prepared by Senior Officer John Coakley which discusses the enrollment trends projected for the Boston Public Schools over the next ten years and explore the effect that applying the

Court's 1979 formula in 1985 will have. This paper also considers the Court's 1979 formula from the perspective of a facilities planner and concludes that the formula is not tied into a rational approach to facilities planning. It outlines an alternative method of analysis, based on utilization rates, which is preferable to the 1979 formula as a rubric to guide decisions on school closing. The discussion which follows is based on the information contained in Mr. Coakley's paper.

The Court's formula is defective as a tool for facilities planning for several reasons. First, it misreads current capacity. The physical capacity figures used by the Court are based upon the maximum number of students assignable to a given classroom consistent with the provisions of outstanding collective bargaining agreements. To use these maximum enrollment figures as the basis for a judgment about "excess" capacity is to assume that "ideal" facilities utilization involves assigning the maximum number of students to each room. This is neither educationally desirable nor in many cases even possible. Since assigning a smaller number of students to most classrooms is both necessary and educationally desirable, the capacity figures should be reduced.

Even quite modest assumptions about the "typical" or "ideal" classroom change the calculation of "1/2 Excess Seats" significantly. If one assumes that the average elementary classroom will have assigned to it 90% of the maximum number assigned (e.g., 23 regular education students in a classroom with 26 seats, or 10 students in a special education classroom with 12 seats), then the "capacity" of the school system at the elementary level is 90% of 32,842 or 29,108. With current elementary enrollment of 27,528, the Court's formula would result in one-half of all "excess" seats totalling 583, and not 1,805, as computed using maximum capacity.

A more fundamental flaw to the Court's 1979 formula is that it is essentially arbitrary. It effectively requires the elimination of 3/8 of the difference between current enrollment and current maximum capacity. There has never been, to the School Defendants' knowledge, any public articulation of the rationale for the 1979 formula. There has certainly never been any testing of that formula in an adversary proceeding in this case.

The 1979 formula is arbitrary first of all because it fails to take into account population and enrollment trends. It determines the quantity of unneeded classroom space by taking a "snapshot" of current enrollment and then eliminating a portion of the space which is not currently being used. Nowhere does the formula take into account the future needs of the system.

The formula's failure to take into account future trends would, perhaps, have been harmless in 1979 when, at least in the short term, elementary school enrollment was expected to continue its decline. The risk then was only that further "excess" capacity would have to be eliminated later on. However, where, as here, there is a projected increase in elementary enrollment, the risk is that application of the Court's 1979 formula will eliminate too many seats.

This phenomenon may be seen by applying the Court's formula to projected 1989-90 and 1994-95 enrollments. If no schools close this year and capacity remains constant, application of the Court's formula would require elimination of only 641 elementary seats in 1989-90 or 683 in 1994-95 in contrast to 1,805 seats in 1985. Thus, if the School Department were faced with 1990 or 1995 enrollments this year, the Court's formula would require the elimination of fewer than half the elementary seats than it appears to require using 1985 enrollments.

It is obvious that the School Defendants should plan for having an appropriate amount of space for the next decade. Rigid application of the Court's formula does not permit this. At a minimum, the Court's formula should be applied using projected future enrollment data and not current data.

The 1979 formula is also arbitrary because if it is imposes an ongoing obligation, it would require year by year reductions in capacity even if enrollment remained constant. For example, if under the Court's formula 1,805 elementary seats were eliminated in 1985, in 1986 the elementary school capacity would be 30,537. If enrollments remained constant in 1986, there would be "surplus" capacity of 3,009, "excess" capacity of 2,257, and, thus, the 1979 formula would require the elimination of 1,129 additional elementary seats in 1986. In 1987, assuming the elimination of these new "excess" seats took place, the capacity would be 29,560 which would, on the assumption of constant enrollment, result in "excess" capacity of 1,410 and a further reduction of 705 seats. If these seats were removed and enrollment remained constant, there would be a further reduction in 1988 of 441 seats and so forth. Thus, application of the Court's formula gives four different "appropriate" capacities for the same enrollment in four succeeding years! It is hard to see the logic of a formula which mandates apparently meaningless reductions in capacity on a yearly basis.

The School Defendants submit that the Court's approach to determining the extent to which there is excess capacity in the school system fails to address the critical question: how much space is needed to house the present and predictable future enrollments of the Boston Public Schools. A better mode of analysis is to employ an appropriate utilization rate for the system's capacity, and then determine the amount of needed capacity by dividing the enrollment by that utilization rate.

This method was employed by the Joint Planners in connection with the 1980-81 UFP, submitted to the Court on March 11, 1981. In that document (at pp. 44-45) the authors set the appropriate utilization rate at 90%, and reduced capacity until approximately 90% of total capacity was used. (This number of seats eliminated under this formula was, it should be noted, considerably larger than the number which would have been reduced under the Court's 1979 formula.) The 90% utilization rate was higher than the School Department considered "ideal" but was selected because the elementary school population was expected to diminish in the short term (a trend which would reduce the utilization rate) and because of the acute financial pressure existing in the immediate wake of Proposition 2 1/2.

This Court approved the school closing portion of this plan. In an order dated May 11, 1981 this Court found that the closings would not "defeat or impede implementation of the student desegregation plan." The Court made this finding even though the Joint Planners made no effort to use the Court's 1979 formula. Indeed, the Court made no reference at all to that formula in its order.

The utilization rate method avoids the anomalies created by applying the Court's 1979 formula. It expressly recognizes that classroom space will rarely be filled with the maximum number of students. The thrust of the analysis is to determine an appropriate average utilization rate.

The utilization rate analysis can also take into account demographic trends. The utilization rate can be selected to anticipate future capacity needs. Thus, in 1981, a 90% rate was selected because of an anticipated future drop in elementary enrollments. In 1985, a somewhat lower rate would be appropriate because of anticipated increases in future enrollments.

Moreover, the utilization rate analysis gives consistent results in succeeding years. If enrollments remain constant the utilization rate formula would not require elimination of additional seats after an initial reduction in capacity.

The School Department facilities planners have employed this mode of analysis in their planning efforts. They have done so in good faith in an effort to determine the appropriate number of school closings. The method has led to results acceptable to the Court in the past. The Court should not preclude resort to this method in 1985 by mandating the application of an untested and anomalous formula which no party has endorsed.

II. THERE IS NO EVIDENCE BEFORE THIS COURT WHICH RELATES THE 1979 FORMULA TO THE REMEDIAL REQUIREMENTS OF THIS CASE IN 1985.

The School and City Defendants argued in connection with the 1980 UFP appeal that the Court's insistence on adherence to the elimination of excess seats formula contained in its August 15, 1979 order was erroneous. The School Defendants contend that their position -- on which the First Circuit made no ruling -- was correct in 1980 when it was made. It is, for the reasons set forth below, a fortiori correct in 1985.

The School and City Defendants contended in 1980 that there was no basis on which this Court could find that the excess seat formula was remedial. No party sought to apply such a formula. Indeed, plaintiffs -- together with El Comite, the unions, CPAC and the Home and School Association -- vigorously opposed the formula on the ground that "the equation of school closings (elimination of excess seats) with racial balance and equity in education is unproven." Joint Filing Re: Equality in Educational Facilities Boston Public Elementary Schools at 17 (December 17, 1979). More pertinently, no party submitted any evidence to support a finding that the 1979 formula was remedial. The Court at no time identified the evidence on which it relied for its "half-empty schools" thesis.

The Court's contention in its 1980 opinion rejecting the 1979 UFP that the parties had stipulated to the Court's formula does not reflect the positions of the parties. On December 17, 1979 the State Board sought to modify the formula. See State Defendants' Response to the Court's Further Procedural Orders and Questions Regarding UFP at 6. The filing of a UFP that did not adhere to the Court's formula made the position of the Joint Planners clear. Moreover, even if the Joint Planners had made such a stipulation, it applied only to the 1979-80 school year and not to any subsequent year.

The School Defendants do not propose to repeat the arguments they made in connection with the UFP appeal. Five years have elapsed since the 1979 UFP was filed. Three events have occurred during this period which made any resurrection of the 1979 formula inappropriate and unwarranted.

First, the Joint Planners more than complied with the 1979 orders in connection with the 1980-81 UFP. Pursuant to that plan, the School Defendants eliminated more than half of the excess elementary seats, as computed in accordance with the Court's 1979 formula. Excess capacity which has developed after 1981 must be judged in connection with the circumstances which have developed since then, and not by means of a formula developed to respond to quite different circumstances.

Second, in 1981 this Court found that the School Defendants were acting in good faith. The School Defendants believe that nothing which has occurred since 1981 has caused the Court to question that finding. The School Defendants' good faith in connection with student assignment matters has been confirmed in the past two years by the monitoring reports generated by the State Board. The Court's stated intent to withdraw from the case during the 1985 school year by itself would seem to confirm that the School Defendants' future conduct should not be evaluated in an atmosphere of suspicions voiced a half decade ago and based on conduct now a decade old.

Whatever force the "half-empty schools" thesis may once have carried, it should not control the Court's approach today. Whatever opportunities for segregative manipulation "half-empty schools" may present, they are remedially irrelevant because the School Defendants acting in good faith will decline to exploit them.

The third change since 1979 is the demographic one referred to above. The children of the "baby boom" generation are entering the public schools. Elementary enrollment will increase in the years to come. It would be irresponsible educational planning to fail to take this predictable expansion in enrollment into account when deciding about school closings. "Half empty schools" which are likely to fill again require different treatment.

The First Circuit has clearly identified the approach this Court must take in considering the issue of school closings.

> The particular method or formula used to accomplish such closings, however, if developed in good faith and in the absence of record evidence that desegregation would be

> impaired, may be an occasion for deferring to the local authorities' interest "in managing their own affairs." *Milliken* v. *Bradley*, 433 U.S. 280-81. Certainly, the district court should not overturn a good faith proposal merely on the speculation that it might cause problems due to a "decline in the birthrate" and "proliferation of special programs." These are factors beyond anyone's ability to control and do not appear to be of constitutional moment.

Morgan v. *McDonough*, 689 F.2d 265, 278 (1st Cir. 1982). The School Defendants, hopefully in conjunction with the City and State Defendants, expect to present a good faith proposal for eliminating the number of seats which they consider prudent in light of all relevant factors. Rigid adherence to a formula, developed five years ago, premised on a steady decline in elementary enrollment, and justified only with reference to attitudes long past should not be required of local authorities in 1985.

CONCLUSION

For the reasons set forth in this memorandum and in the accompanying materials, this Court should rule that the School Defendants are not required to adhere to the Court's 1979 formula regarding the elimination of "excess" elementary seats.

Respectfully submitted,

THE SCHOOL DEFENDANTS

By their attorneys,

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1/10/85

School

UNITED STATES DISTRICT COURT

DISTRICT OF MASSACHUSETTS

* * * * * * * * * * * * * * * *

TALLULAH MORGAN, ET AL.,

Plaintiffs,

v.

JOHN A. NUCCI, ET AL.,

Defendants.

* * * * * * * * * * * * * * * *

CIVIL ACTION
NO. 72-911-G

FILING OF "EXCESS" SEAT CALCULATIONS

The School Defendants hereby file a calculation of the "excess seats" (as that term is used in this Court's order of August 15, 1979), in the format employed by the Court in its order of January 4, 1985. Representatives of the Joint Planners met on January 9, 1985 to review these calculations. The School Defendants understand that the Joint Planners are in agreement regarding these calculations as of the date of the data on which they are based.

EXCESS SEATS BY DISTRICT, 1984-85

Dist.	Capacity	Enrollment (1/3/85)	"Surplus"	"Cushion"	"Excess"	1/2
1	5,366	4,345	1,021	255	766	383
2	5,681	4,685	996	249	747	374
3	6,489	5,251	1,738	310	928	464
4	5,308	4,431	877	219	658	329
5	9,992	8,668	1,324	331	993	497
6	6,376	5,401	975	244	731	366
7	6,106	5,220	886	222	664	332
8	3,737	3,135	602	151	451	226
9	18,182	15,446	2,736	684	2,052	1,026
TOTAL	67,237	56,582	10,655	2,664	7,[illegible]91	3,996

Excess Seats by Grade Level, 1984-85

Grades	Capacity	(1/3/85) Enrollment	"Surplus"	"Cushion"	"Excess"	"1/2 Excess"
K-5	32,342	27,528	4,814	1,204	3,610	1,805
6-8	13,429	10,642	2,787	697	2,090	1,045
9-12	21,466	18,412	3,054	764	2,290	1,145
	67,237	56,582	10,655	2,664	7,991	3,996

The differences between this chart and the Court's figures stem from the fact that the above capacities are taken from the 1984-85 space matrix, and the above enrollments are as of January 3, 1985. In addition, the above figures do not include the special education centers (Carter, McKinley, Milmore, Tileston and the Mann component of the Jackson-Mann). Finally, schools which straddle grade levels e.g., the examination schools, Umana, Tobin and McKay are treated as schools at the predominant grade level (e.g., exam schools as high schools; Tobin and McKay as elementary schools).

Respectfully submitted,

THE SCHOOL DEFENDANTS

By their attorneys,

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THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF IMPLEMENTATION
John R. Coakley, Senior Officer

January 10, 1985

MEMORANDUM

TO: Robert R. Spillane

FROM: John R. Coakley John R. Coakley

SUBJECT: Computation of Excess Space

Special Counsel have asked me to put to writing my views on the matter of computing school capacities and determining the relationship between capacities and school enrollments. This memorandum, therefore, relates to the recent Court Order Regarding Excess Seats (January 4, 1985).

CALCULATIONS OF RELATIONSHIP BETWEEN ENROLLMENTS AND CAPACITIES

We have completed a series of tables showing the relationship between enrollments and capacities. Those tables show the relationship on a district-by-district basis at the elementary, middle and high school levels. They also compare enrollments and capacities - by district and by grade level - for the current school year, for 1989-90 and for 1994-95.

The Court Order of January 4, 1985 also directed us to provide an explanation for any differences between our calculations and those of the Court on page 3 of its Order. (I prefer not to characterize the Court's tables as erroneous. Rather, our calculations are based on the latest available space matrix and enrollment listing.) There follows an explanation:

1. We used the Space Matrix of 1984-85, and it appears that the Court used an earlier one which apparently the Joint Planners employed.
2. We used the latest available enrollments of January 3, 1985, and the Court utilized a printout of December 6, 1984 made available to it by this office.
3. In my calculations of capacities and enrollments I excluded the Special Education Centers: Carter, McKinley, Milmore, Tileston and the Mann component of the Jackson-Mann School.

[illegible]

4. In my calculations of capacities and enrollment I treated the following schools accordingly:

Tobin K-8 = elementary
McKay K-6 = elementary
BLA = high
BLS = high
Umana = high

In summary, there is no significant bottom-line difference between the Court's 1984-85 calculations and ours. There is, however, a significant difference in the results of the calculations on a district-by-district basis. The District 9 difference is no doubt explained immediately above (see items 3 and 4). However, the District 5, 6 and 8 differences probably highlight the philosophical disagreement between the Court and us regarding the Court's formula.

ENROLLMENT TRENDS: LOCAL AND NATIONAL

The Court has not at this juncture requested future capacities and enrollments. Respectfully, we feel obliged to portray enrollment trends over the next decade and the likely impact on facility utilization. It is inconceivable that the Court which rightfully (and helpfully) has pressed for joint facility planning would really expect us to ignore enrollment trends. Indeed, the Court received from us in our December filing on the Student Assignment Plan our five-year enrollment projections and our ten-year enrollment estimates. They seem to be an essential element of any ten-year facility plan.

Our dilemma in dealing with facility utilization at this point in the history of the school system is the changing nature of our enrollments:

- our elementary school enrollments have begun to rise
- our middle school enrollments are declining BUT will be rising by 1990
- our high school enrollments are just now entering decline BUT they will be bottoming out by 1990 and will be rising again in 1994.

Kindly examine:

	1984-85	1989-90	1994-95
High	18412	15297	16940
Middle	10642	10725	11308
Elementary	27528	30632	30521
TOTAL	56582	56654	58769

From 1966 to 1981 we have closed 90 schools and innumerable portable classrooms. Actually, we have opened some 32 new buildings, so that our net decline in school facilities has been 58. The point is, however, that the school closings have been related to an enrollment decline from approximately 96,000 students to 55,000 students. Now, we are entering a new phase in the constantly changing cycles of enrollment fluctuations. We must be cautious about school closings as we enter the next cycle.

Beginning in 1977, the number of births to Boston residents began to increase for the first time in many, many years. Not only are there more children being born in the city, the number of births of Black and Other Minority children has risen to some 51% of the total. These children in the past have been much more likely to enroll in public than in private schools.

Allow me to offer some excerpts from a study done by my colleague, Robert Murray, as part of facility planning. According to the U. S. Census Bureau, significant change has taken place in the racial composition of the Boston population. For example:

	1970	1980	Change
Black	104,707	126,229	+20.6%
White	524,709	393,937	-25.1%
Hispanic	17,971	36,068	+100.7%

During this same period, while the overall population of Boston was declining, and the numbers of persons in every age group was also decreasing, the number of persons in the 20-34 year age group increased dramatically and now represents almost 43% of the total population of Boston. Decisions that this age group will make about lifestyle and permanence of residence will have a major impact on the public service provided by the city including the public school system.

HOUSING

The U. S. Census Bureau estimates some 240,000 housing units in the City of Boston in 1980, up some 10,000 from 1970. Of these, 8-10% are now vacant. Policies on public housing and restoration and use of vacant units are not sufficiently determined at this time to make pupil projections based on use. The mean number of persons (2.4) per household in 1980 is at an all-time low in Boston. It is not clear if this trend toward smaller households, perhaps due to some combination of factors--greater life longevity, delayed marriages, out-migration of couples with children, divorce, low fertility rates, etc.--will continue throughout the 1980's.

PRIVATE/PAROCHIAL SCHOOLS

Historically, a number of Boston residents have attended schools other than Boston Public Schools. In 1983-84, when the public school population was approximately 55,000, there were some 27,730 students attending private and parochial schools in and outside of the city. Thus, at least one in three students of school age in Boston does not attend a Boston public school. And while the total number of students has been declining over the years, as have public school enrollments, the percentages of such students not attending Boston Public Schools is at its highest rate in recent history.

Perhaps for the first time ever, during the 1983-84 school year, more white residents of Boston were in private or parochial schools (16,599) than were enrolled in Boston Public Schools (15,700).

Given those and other factors affecting the long-range school enrollments, it is difficult to project over a decade the collective impact of individual decisions, government policies and societal responses. Nonetheless, we believe there are indications that Boston school populations will mirror to some degree the national trends for school-age children. As reported in a recent projection of the Educational Research Service, the national school-age population, in decline from 1980 (47 million) through 1984 (44 million), will slowly increase over the late 1980's to some 45.1 million by the turn of the century.

We in Boston, note the stabilization and recent increase in elementary school populations and anticipate that middle school enrollments will "bottom" out by 1988, and begin to rise to 1980 levels through the 1990's. We see high school populations declining slowly until the early 1990's, but beginning to increase through the 1990's and return to 1982 levels by the year 2000. In essence, the recent school enrollments in the years 1980 through 1983 are, with some projected increases at the elementary level, fair barometers of long-term enrollment figures and serve as a basis for long-range planning.

It is also important to note other factors which argue to more optimistic enrollment projections than those premised on historical birth and grade survival rates. They relate to educational improvement in the Boston Public Schools. As an example, the Boston Compact agreements with the Boston Public Schools have already given indication of increasing the holding power of secondary schools at the upper-grade levels. Other initiatives, such as improved remedial programs at all levels, standard curriculum in all subject areas, effective school-based planning, a broader range of specialized programs, promotional standards related to student achievement and attendance, emphasis on basic skills, proposed improvements in the assignment process, and collaborative efforts with the Boston community will also have a long-term potential of attracting and retaining students and of offering incentives for them to complete their public school education. We propose as reasonable planning estimates the following grade-level populations:

	Projected Range (D.I. Projection)		
	Low	High	Long-Term Planning
Kg. I/II	6,504 (1985)	8,469 (1988)	8,400
Elementary	20,819 (1985)	22,293 (1991)	22,300
Middle	11,417 (1987)	13,283 (1995)	13,300
High	13,493 (1990)	16,079 (1985)	16,000
		Total	60,000

We propose that long-range planning be directed not at the valley years at each organizational level, but at peak levels--lest Boston find itself, as have other communities in recent months, in the position of having a scarcity of school capacity just a few years after school plants have been shut down and diverted to other public and private sector use.

The Boston Public Schools plan to maintain a total school capacity based on approximate utilization rates of 85% at the high and middle schools and of 87% at the elementary level. Applied to these long-range planning figures, the following are recommended capacities by school level:

High Schools - 18,820
Middle Schools - 15,647
Elementary Schools - 31,200

Sufficient schools must be retained to accommodate these capacities at each school level. (If I may add my own postscript to Bob's comments, the above capacities provide us with enough flexibility to deal internally with any grade-level fluctuations in enrollments. Also, please find attached a paper, prepared by the Educational Research Service, which supports our assessment of enrollment trend.)

THE COURT FORMULA FOR EXCESS SEATS

I have conveyed my views on the Court Formula to Special Counsel and it does not seem necessary to repeat my concerns in detail. However, I will offer my views in general terms:

1. The formula is a mathematical device, not unlike the Court's racial/ethnic percentage computations, which has the result of our always appearing to be out of compliance or progress. In reality, the formula points toward 100% utilization of schools despite its seemingly generous use of a "25% cushion" and only a "50% of excess" reduction-demand. Thus the formula is a device for capacity reduction; it is not a standard for determining the minimum or maximum relationship between enrollments and capacities at any point in time.

2. The formula suddenly--in my opinion--has surfaced as a device for assessing middle and high school utilization. Its inadequacy at the secondary level is more grievous than at the elementary level. Any school person who has had responsibility for "building" the program or schedule for a middle school or high school knows that significant "underutilization" (a poor word) is a necessary reality, particularly if that school is offering a wide range of courses and classes for its students.

3. The formula at the high school level collides with the Court Order of 1975 mandating a K to 12 availability in every Community District. Implicitly, therefore, the formula seems to limit us to examining only District V with its two high schools or District IX with its several high schools for facility reduction.

4. The formula at any level does not seem to make sufficient tolerance for the unique capacity sub-sets in a school. Examine just one district, District I, for its enrollment sub-sets which require capacity sub-sets.

District I - Enrollments as of 1/3/83*

	Regular	Voc.Ed	AWC	EDP	SPED	Bil.	Total
Brighton	628	155	-	-	14	201	998
Edison	308	-	54	-	16	141	519
Taft	441	-	-	-	24	68	533
Baldwin	148	-	-	-	-	114	262
Farragut	140	-	73	35	-	-	248
Gardner	229	-	-	38	10	117	394
Garfield	160	-	-	25	24	-	209
Hamilton	128	-	-	-	26	156	310
Tobin	336	-	-	22	12	127	497
Winship	180	-	-	-	26	98	304
TOTAL	2698	155	127	120	152	1022	4274

*These enrollments are taken from a "Budget" printout which gives no "staffing" credit to students assigned but not yet reported as attending.

Compare the above enrollment analysis to the "bottom line" capacities on our charts

Level		Capacity
Elementary	=	2899
Middle	=	1267
High	=	1200
Total	=	5366

It is one thing to talk about "surplus," "cushion," "excess" and "1/2 of excess." However, a student seeking a tenth grade seat in regular education at Brighton High School cannot be assigned to the automotive program which may have vacancies or to a special education or bilingual education class. As a matter of fact, the above chart doesn't even reveal whether there is space in the college course, vis-a-vis the general or business course, in grade ten at the school.

IN DEFENSE OF THE SCHOOL SYSTEM'S SCHOOL UTILIZATION RATIO

I believe most school persons would employ a seemingly simple but effective measurement device for determining desirable or minimal facility needs.

School Utilization Ratio = Enrollment Divided by Capacity.

The value of such a formula is that it enables a school system to set a standard and then periodically measure the system's effectiveness in attaining that standard. Incidentally, you and I were at a meeting last Fall wherein the Commissioner of Education, citing his former role of Superintendent of Schools in Lexington, employed an 80% utilization ratio in closing schools

D.E.
1/[illegible]

UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN, et al.,
Plaintiffs
v.
RITA WALSH-TOMASINI, et al.
Defendants

C.A. 72-911-G

STATE BOARD FILING ON CALCULATION OF EXCESS SEATS

The present filing is made in response to the Court's Memorandum and Orders Regarding UFP and Excess Seats, entered on January 4, 1985. Those orders, inter alia, directed the joint UFP planners to file "complete and accurate calculations of current excess seats," together, if necessary, with "an explanatory memorandum explaining what they believe to be errors in the court's tentative calculation."

In preparation for this filing, a meeting among representatives of the joint UFP planners was scheduled for January 9, 1985. Prior to this meeting, staff of the Massachusetts Department of Education prepared calculations of current excess seats. These calculations indicated that the resulting number of excess seats would differ from the Court's calculation for two reasons:

1. Rather than use the May 30, 1984 Long Range Facilities Plan of the Department of Implementation as the source document for current capacities, it was felt that the approved Space and Program Matrices for 1984-1985 contained more accurate capacity information; and

2. The use of more recent enrollment data than the December 6, 1984 figures would inevitably produce minor variations in results.

At the meeting of January 9th, the Joint UFP planners agreed with the above reasoning. Based upon these considerations, and using January 2, 1985 enrollment data, School Defendants presented excess seat calculations that indicated a systemwide total of 10,655 "surplus seats," 7991 "excess seats," and thus a "½ excess seats" figure of 3996. School Defendants indicated their intention to file these figures in response to the Court's January 4th Orders.

Figures prepared by Department of Education staff varied from those presented by School Defendants. Upon inspection, two reasons for the variations were identified:

1. Department of Education staff did not have January 2, 1985 enrollment figures available, and had utilized earlier enrollment data; and

2. Department of Education staff had apportioned capacities between appropriate grade levels for those few schools (e.g., Tobin, Umana) that enroll students at more than one grade level, while School Defendants had listed total capacity figures for

such schools at the predominant grade level (e.g., all Tobin seats are listed as elementary seats, all Umana seats are listed as high school seats).

Given the *de minimus* nature of the above differences, and the potential added confusion that might arise from filing an additional set of figures, the State Board has chosen to join in that portion of School Defendants' filing that provides calculations in the format appearing at page 3 of the Court's January 4th Memorandum and Orders and yields a total figure of 3996 of "½ Excess Seats." The State Board reserves the right to present arguments on "the impact of such excess capacity upon current and future facilities planning for the 1985-1986 school year and thereafter," and the need to include enrollment projections in any determination regarding school closings.

Respectfully submitted,

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DATE: January 10, 1985

C.T.G.
1/21/85

UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN, et al.,
Plaintiffs
v.
JOHN A. NUCCI, et al.,
Defendants

Civil Action No. 72-911-G

PUBLIC FACILITIES DEPARTMENT'S COMMENTS ON CURRENT EXCESS SEATS

The Public Facilities Department reports that its representatives attended a meeting of the Joint Planners on January 9, 1985 at which the Joint Planners agreed that 10,655 seats equals to current surplus seats, 7,991 seats equals to current excess seats and 3,996 seats equals one-half of the current excess seats. For the reasons stated in the filing of the State Board of Education, the Public Facilities Department believes these figures are more accurate than the figures reported in the court's January 4, 1985 Memorandum and Order Regarding UFP and Excess Seats.

The Public Facilities Department reserves its rights with regard to the relevance and impact of these excess seats on the desegregation of the Boston public schools.

PUBLIC FACILITIES DEPARTMENT
By its attorney,

Steven P. Perlmutter
Assistant Corporation Counsel
City of Boston Law Department
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1/17/85

UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN, ET AL.,

Plaintiffs,

-vs-

CIVIL ACTION
NO. 72-911-G

RITA WALSH-TOMASINI, ET AL.,

Defendants.

SCF/PLAINTIFFS' COMMENTS ON UNIFIED FACILITIES PLAN, EXCESS SEATS

In its orders of January 3 and 4, 1985, the Court invited the parties to comment upon the submissions of the local defendants concerning revisions to the student assignment plan, consolidation of community districts 3 and 4, progress report on Unified Facilities Plan, and excess seats as calculated by the Court's experts and/or the local defendants.

On January 8, we submitted comments upon the proposed revisions to the student assignment plan and consolidation of community districts 3 and 4. Below, we comment on the Unified Facilities Plan progress report and on the issue of excess seats.

I. THE IMPORTANCE OF FACILITY UTILIZATION TO DESEGREGATION

One of the more common bases for federal court findings of de jure segregation has been the deliberate manipulation of facilities for racial purposes.

Such manipulation may take many forms: deliberate siting of buildings or additions to contain children of opposite races from attending the same schools; deliberately maintaining underutilization in schools attended primarily by school children of one race, while deliberately maintaining overcrowding in similar schools attended by children of opposite racial or ethnic groups; eliminating school buildings in non-white neighborhoods to guarantee that white children will not have to attend schools in these neighborhoods, even though a disproportionate burden of movement is thereby placed on non-white children to get to school; removing classrooms from service as a means of preventing the availability of these classrooms for attendance by opposite race children; building portable classrooms as means of racial containment; conversion of facilities from one to another grade configuration as a means of preventing multi-racial utilization.

These techniques, used alone or in concert with gerrymandering of attendance boundaries and manipulation of grade structures and feeder patterns, have usually proved as adequate a way to put a permanent mark of racial separation upon the school buildings of a district as if the words "white" and "black" were etched above the doors.

In its 1974 findings of liability, this Court documented and found many of these techniques to have been used in this case by the local school defendants, leading the Court to have great concern that racial segregation not recur through this means.

We believe the Court's legitimate and well-founded fear of such deliberate segregative manipulation of facilities provided the basis for its repeated efforts to obtain comprehensive, coherent and credible data and plans from the school defendants on facility utilization. The 1975, 1977, 1979, 1982 and 1984 orders of the Court addressing unified facilities utilization have each been, essentially, ignored by the school defendants. It is our belief that the combined affect of the recent submissions on excess seats and unified facilities continue the pattern by which the local defendants have refused to address this critical issue in accordance with either the facts of this case or the law of the land.

II. EXCESS SEATS

The Court's January 4, 1985 memorandum and order contained preliminary calculations of excess seats by district, to which the school defendants alternatively responded on January 10, 1985.

The Court's preliminary estimates concluded that there were a total of 4,259 excess seats,based on current enrollment and building capacities.

While the school defendants devote a great deal of time and space to a passionate rejection of the Court's methodology and presentation of an alternative methodology, they conclude that there are 3,997 excess seats, a difference of 262 from the Court's own calculations. There are some major differences in where the Court and defendants say the excess seats are located.

The school defendants identify 1,026 excess seats in District IX, while the Court's estimates located only 647 such seats. The Court located 744 excess seats in District V, while the school defendants identified only 497 such seats.

Of greater moment than the mere numbers characterizing the

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differences, however, are the implications of the different approach sought to be used by the school defendants. Without providing any particularly strong basis, the school defendants have concluded that the proper approach is one which aims at a utilization rate of 87% at the elementary, 85% at the middle, and 85% at the senior high levels. The defendants justify the utilization rate approach by reference to shifting demography, and projections of student births which they believe indicate substantial growth from the "baby boom" period. They also assert that the Court's approval of the 1980-81 UFP represented specific approval of the proposed approach, since a similar approach was used to meet the terms of the 1979 orders. Moreover, they contend that the Court's conclusion in 1981 that the school defendants had acted in good faith was significant, since people who act in good faith are not likely to engage in racially segregative facility manipulations.

In short, the school defendants argue that both demographic changes and the Court's own prior rulings have rendered the 1979 formula for calculating excess seats obsolete. The Court's approach is criticized as being arbitrary, as failing to take population and enrollment changes into account, and as requiring virtual year-by-year capacity reductions even if the enrollment remains constant.

Even if one adopts all of the school defendants' rationale for the approach to be used, one would still have to conclude that the combined impact of their excess seat calculations and their UFP presentation fails to comply with the clear and persistent orders of this Court. This is so because the purpose of calculating excess seats is to use the results in assisting in the making of facility decisions.

If one takes the 3,997 excess seats concluded by the school defendants as the safe figure to use, neither their original vote to eliminate 1,000 seats nor their more recent decision to reduce by 2,000 seats rises to the level of their own analysis. Both seem to prejudge the community meetings which seem to occupy such political importance for these defendants. Both seem to ignore the presentations which have been made about which buildings need what repairs in what years. There is no demonstrable evidence that desegregation was even one of the factors taken into account in reaching either conclusion.

To the extent desegregation considerations were present in the excess seat deliberations of the defendants, they were not particularly expressed in the submissions. It is not possible to tell, for instance, how the particular level of reduction being contemplated would maintain or enhance desegregation. Nor is it clear how the defendants will prevent such school closings as they apparently contemplate from impeding desegregation.

One is left with the feeling that maintaining the status quo has been given a far higher priority than desegregation planning. No thought, for instance, appears to have been given to the deliberate use of under-utilized buildings as a desegregation device, one which might attract students because of lower pupil-teacher ratios than pertain elsewhere. No thought seems to have been given to the use of under-utilized buildings for an expansion of the extended-day programs which might serve to attract children from families in which both parents work. Other school systems have tried such approaches with some success. No evidence exists that the annual lists of student choices for magnet schools have been used to designate particular buildings for desegregative programmatic purposes.

III. THE UNIFIED FACILITIES REPORT

The program is one which will cost $69,700,000.00 over the next 8 years:

-- $35,000,000 is to come from special bonds approved by the City Council to be used for constructing a new Boston Latin Academy on Ave Louis Pasteur.

--The City has apparently agreed to provide $30,000,000 for the major alterations of some 115 buildings over the next 8 years.

--An additional $3,000,000 is to be used to renovate White Stadium.

--$1,700,000 is to be used for certain renovations to the Central Kitchen.

The assumption is that the money for White Stadium and the Central Kitchen will come from the regular repair and maintenance budget, unless some state money appears that is not yet in sight. Yet, the White Stadium and Central Kitchen renovations are among the first to take place.

Since no list of schools to be closed has yet been developed, it is quite likely that much of the money included in the $30,000,000 for the 115 schools will never be spent, once these schools have been identified.

The alterations listed appear to be reasonable, per se, but it is not possible to determine the extent to which any of these modifications will have positive or negative impact on desegregation, since this subject is pointedly not discussed in the submission.

Without having more information on how these proposed alterations will impact desegregation, this Court is put in a very difficult position. The kind of submission which has been made would, perhaps, be appropriate as one to state officials who have plenary authority over public education, but is inadequate as one to a federal Court which sits in equity to repair constitutional violations, leading to a unitary system.

At such time as the school defendants have supplemented their filing with the names of any schools to be closed, along with the accompanying boundary changes and reassignments, it will be possible to make more precise comments in a full context not now present.

Respectfully submitted,

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Counsel for Plaintiffs

CERTIFICATE OF SERVICE

I, THOMAS I. ATKINS, do hereby certify that a copy of the foregoing COMMENTS ON UFP AND EXCESS SEATS was hand-delivered this 14th day of January, 1985 to all counsel of record.

THOMAS I. ATKINS

UNITED STATES DISTRICT COURT

DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN ET AL.,
Plaintiffs,

v.

RITA WALSH-TOMASINI ET AL.,
Defendants.

CIVIL ACTION
NO. 72-911-G

TRANSMITTAL OF COURT EXPERT'S MEMORANDA

January 18, 1985

GARRITY, J.

The court's continuing discussions regarding facilities planning with court expert Robert A. Dentler led the court to ask him to reduce to writing a tentative application of the seat utilization rate analysis (explained in the school defendants' memorandum filed January 10, 1985 regarding elimination of excess seats) to current school capacities and enrollments; and his analysis of the situation in Districts 4 and 5, its impact on plaintiffs' rights and suggestions for rectification. Dr. Dentler's memoranda are enclosed herewith and submitted to the parties for their consideration in planning facilities utilization and preparing for the next scheduled hearing in these proceedings on January 30, 1985 at 2:00 p.m.

W. Arthur Garrity, J.
United States District Judge

Memorandum January 15, 1985

To Judge W Arthur Garrity, Jr.
From Robert A. Dentler
Subject An Empirical Foundation for Reducing Excess Seats

1. The seat utilization rate (UR) calculated as enrollment by grade level divided by ceiling capacity is used nationwide as a good tool for facility planning. It is also common practice to use a UR of 85% or less for secondary facilities because this provides an adequate margin to accomodate to changes in relatively complex programs. A UR of 90% for elementary grade facilities is equally common because programs are less complex, change less frequently, and the resulting 10% margin is sufficient for variations in class size.

2. Enrollment: In planning school facilities, enrollment projections are essential to enable the planner to foresee the effects of future enrollments by grade level upon numbers of seats. Five year projections are the common practice. They are almost universally computed by using the average transition rate of students between each pair of grades for a series of recent years. If 100% of the students in grade 1 enroll in grade 2 the following year, for example, the transition rate for grades 1 to 2 is 1.00. The only other factor used is annual births or some equivalent measure for the entry grade unit (K1 in Boston). Ten year projections are sometimes computed. These are subject to greater error because entry unit numbers are themselves projections and because transition rates can only be extrapolated.

The Department of Implementation (DI) filed ten year enrollment projections with the court on January 11. These provided a valuable starting point for developing reliable data, but analysis disclosed that the method of computation described above was not used by the DI and the alternative is nowhere explained. Therefore, ten year projections were recomputed using the established cohort method, with two exceptions, as follows:

a. K1 programs were discontinued for a time and are only now resuming full strength. The DI assumes K1 will expand by 190% between 1985 and 1986 and will remain nearly constant at that expanded level through 1995. The recomputation assumed instead that K1 will grow by 110% in each year from 1986 through 1990 and will then stabilize.

b. K2 programs comprise their own school entry point for most Boston students. They cannot be computed from K1. The recomputed projection therefore adopted the DI data for K2 as reflecting annual births and knowledge about inward migration.

Middle and high school projections were based solidly on the established cohort method. The results shown in Table 2 are reliable for grades 6-1 for the 1986-1990 period and are adequate for facilities planning at the chosen level of generality for 1991-1995. They are consistent, moreover, with the curves graphed for enrollments by racial/ethnic groups for the 1970-1995 period. These show that white students, in decline since 1971, will continue to decline until 1989. Their decline is quite precisely offset by a rise in Hispanic and Asian students during the 1984-1989 period, while black students remain quite constant after 1984. Thus, the system's total enrollments will remain steady between 54,000 and 56,000 over the 1985-99 period.

3. Capacity: Meticulous comparative analysis of seat capacity estimates led to the conclusion that the DI estimates published in May 1984 provide the best developed basis for planning. Court capacities, prepared after consultation with experts in the School Department, City Hall, and the State Facilities Assistance Division in 1975 and modified on motion by the School Department on several occasions from 1975 to 1978, are ~~[illegible]~~ 1159. larger overall than the May DI capacities. Thus, the latter are ample by all standards and were based on careful measurement efforts begun in 1979. We found the January 1985 DI capacities, in contrast to be incomplete and to entail many unexplained changes building by building;

4. Results: Table 2 displays the results obtained when high school seats were reduced by 1590 prior to September 1, 1985; middle school seats by 1415; and elementary by 436.

Utilization rates for high schools and middle schools are kept within the desired 70% to 85% range by this action.

UR for elementary facilities are kept within the desired 85% to 90% range for all years except 1992, when the UR reaches 91%.

5. Keeping seats in reasonable line with enrollments is a general planning goal. Our particular aim is to plan facilities in ways that optimize desegregation. Therefore, an empirical procedure was devised in order to locate those districts in which facility closings would have that effect. ~~Its~~ Three criteria were applied:

a) The rate of enrollment decline in each district;

b) The enrollment size of each district;

c) The district's share of reside black students ~~[illegible]~~ relative to the system total.

Each district was ranked and the rankings summed. Assuming that schools should be considered for closing, other things being equal, where the decline rate is high, the total enrollment is small, and the share of black students is smallest, the four districts identified, in order of primacy for closings, are:

East Boston 8
South Boston 6
West Roxbury 3

In addition, it was noted that Jamaica Plain has an excess of secondary seats.

6. Recommendations:

a. The enrollment projections in Table 1 should be adopted as the basis for accurate facilities planning. Their assumptions about K_1 and K_2 estimation are as generous as the conventions of enrollment forecasting allow.

b. The capacity estimates in Table 1 are the best available ~~[illegible]~~ and are those used in real student assignment operations for 1984-1985. They should be adopted for facilities planning.

c. As the DI urged on January 10, elementary facility closings should be handled with caution. Table 1 thus recommends cutting no more than 436 K-5 seats, the equivalent of 1 to 2 schools.

d. At least 1590 high school seats should be cut. Every community district should have one high school. Therefore, options for closing are limited to citywide magnet high schools. Faneuil A.C.C. with 200 seats is badly outmoded and the program can be hosted elsewhere. If the H.H.O.R.C., whose seats are *not* counted in the capacity estimates, is to become the center for vocational programs, consideration should be given to hosting the Boston High program there.

e. Community districts 8, 6, and 3 are suggested as desegregatively most appropriate for elementary and middle school closings:

7. If 3441 seats are eliminated as recommended, would the Boston Public Schools be able to welcome and seat unexpected newcomers to the system in the years after this ten year plan was implemented? I believe the answer is yes, for these reasons:

a. There is a seat margin built into the DI capacity limits. In the peak year for K-5 schools, for example, the system could host 3000 more newcomers without overcrowding. Secondary schools have even more available extra seats.

b. The exact ceiling capacities indicate that there ~~are~~ is a total cushion of 9,000 more seats beyond the 65,300 preserved in Table 1 to host a forecast of 57,369 as the inter-year peak, before overcrowding could occur.

c. Scarce resources for renovation, repair, and maintenance can go to improving the facilities earmarked for preservation, making these schools more mag-

TABLE 1. ENROLLMENTS, CAPACITIES, AND UTILIZATION RATES OF BOSTON PUBLIC SCHOOLS, 1985–1995

	High Schools			Middle			Elementary		
Year	Enrollment[1]	Capacity[2]	Utilization	Enroll[1]	Capacity	Util	Enroll[1]	Cap.	Util
4/1985	16079	19890	.85	12572	16015	.79	27323	32836	.83
4/1986	15581	18300	.85	11753	14600	.81	27855	32400	.86
4/1987	14986	18300	.82	11384	14600	.78	28386	32400	.88
4/1988	14186	18300	.78	11918	14600	.82	28347	32400	.87
4/1989	13440	18300	.73	12256	14600	.84	28571	32400	.89
4/1990	12918	18300	.71	12413	14600	.85	28870	32400	.89
4/1991	13363	18300	.73	11955	14600	.82	29267	32400	.90
4/1992	13528	18300	.74	11975	14600	.82	29375	32400	.91
4/1993	13588	18300	.74	12082	14600	.83	29296	32400	.90
4/1994	12989	18300	.71	12252	14600	.84	29216	32400	.90
4/1995	12992	18300	.71	12210	14600	.84	29181	32400	.90

[1] Recomputed projections based on 1979–1984 data. K_1 assumed to be 110% each year from 1984 base of 1947, through 1990. K_2 data used as shown by DI.

[2] Assignable capacity for May 1984 used for 4/85. Thereafter, assume reduction of 9-12 by 1590, 6-8 by 1415, and K_1-5 by 436.

Memorandum

January 16, 1985

To Judge W. Arthur Garrity, Jr.
From Robert A. Dentler
Subject Resolving a Central Issue

1. The purpose of this memorandum is to identify and suggest some solutions for a central problem which threatens the future of desegregation for a large segment of Boston Public School students and therefore threatens the protection of their rights. The rights to be protected are racial unitariness in policies and operations; the prevention of racial isolation; elimination of racially identifiable schools; and equal educational opportunity.

2. Documents such as the December 6, 1984 enrollment printout and other records support strongly the inference that these rights are in greatest jeopardy in two of the nine school districts. The main points concerning Hyde Park Community District 4 and Dorchester Community District 5 may be summarized as follows:

a. 37% of all black students resided there in 1975 and 50% reside there now.

b. No other community district houses more than 14% of all enrolled black students and none has changed its share since 1975 by more than 3%.

c. District 4 has five schools and district 5 seven schools that are now composed of from 76% to 85% black students.

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d. District 4 hosts no citywide magnet schools and District 5 hosts only the M.L. King Middle School and the tiny 200 seat Hernandez Elementary School.

e. Half of the black students residing in District 5 are enrolled in citywide magnets, or about 1.5 times more than from any other district, yet a significant number of District 5 black students who regularly apply to magnet do not receive assignments to their first preferences.

f. Many of the facilities in these two districts are among the most dilapidated and least well repaired of the system's buildings.

g. The middle schools in these districts, including the M.L. King, have more empty or surplus seats than others — save for the Gavin Middle School in South Boston.

4. In summary, these districts are located along the city's racial frontier. The Masters' Report of April 1975 warned of the potential significant impact of this development as did the State Board and Plaintiffs in May 1975. The turnover of once all-white neighborhoods into nearly all-black will continue past 1995. The DI has offset the trend somewhat by stressing movement into magnet schools but no relief of greater pertinence to Dorchester has been suggested or tried. Despite the faults of the so-called "Freedom of Choice Plan," it recognized the problem of the relative isolation of Dorchester's

and Hyde Park's black students and attempted to address it.

4. Other districts offer no threat to black students' rights comparable to Districts 4 and 5. Brighton No. 1 has offset the loss of black and white students with gains in hispanic and Asians students. Jamaica Plain No. 2 is similar to No. 1. South Boston No. 6 and East Boston No. 8 are declining generally in black and white students who reside there, as is Madison Park District 7. None of these hosts a share of more than 12% of the city's black student residents.

West Roxbury Community District 3 is a bit distinctive, but only a bit, because its decline in white students is exceptionally large. Even so, it has lost about a fifth of its black students as well. Given the forces of the housing market, this district is quite certain to remain 40% white in resident students for a long time to come. Over half of these enroll in citywide magnets, in contrast to about a fourth of all resident black students in District 3.

5. The following is a list of policy options to consider which, in combination, might safeguard against progressive racial isolation and school identifiability in Hyde Park and Dorchester:

a. Make Burke or Dorchester High as well as a middle school in Hyde Park serve as citywide magnet schools; in addition, add

One magnet elementary school in each of the two districts. This might provide a means for for inducing non-black racial and ethnic groups to attend schools in these communities in greater numbers.

b. Give resident students in Hyde Park and Dorchester a small, proportionate first preference admission into other citywide magnets. This might improve the access for District 4 and 5 students to desegregated schools.

c. Renovate and repair facilities in these districts first and with long-term priority thereafter.

d. Replicate the Hernandez magnet, but locate the new program in Hyde Park, perhaps at the Taylor Elementary School, and add a magnet bilingual middle school in the same area. This would increase other minority student representation in Hyde Park where it is now extremely low, and it would provide an additional desegregative choice for district residents.

e. Pursue stricter compliance with the provision in the court's student assignment plan which states, "Citywide assignments shall be made in a manner that avoids carrying any community district's composition beyond the variation limits for white and black students set in the section governing community district school assignments." (Remedial Orders, Part V, June 5, 1975, p. 76).

BEST COPY

1/16/85

UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN, et al.,
Plaintiffs
v.
JOHN A. NUCCI, et al.,
Defendants

Civil Action No. 72-911-G

CITY DEFENDANTS COMMENTS ON THE STATUS OF THE UNIFIED FACILITIES PLAN NEGOTIATIONS

The City Defendants agree with the School Defendants and State Board of Education that substantial progress has been made in past weeks on the Unified Facilities Plan (UFP). However, the City Defendants wish to raise the following points about the construction and renovation component of the UFP:

1. As part of their responsibilities as local elected governmental officials, the City Defendants are committed to maintaining necessary school facilities;
2. On account of this commitment, the City Defendants have been negotiating with the School Defendants and the State Board in order to reach a voluntary agreement about the construction and renovation of school facilities over approximately the next decade;
3. The "draft" plan submitted to the court as part of the School Defendants filing on or about December 20, 1984 has not been finally agreed to by the City Defendants in any respect. It is merely a draft.

4. The City Defendants are opposed to any court order on the construction and renovation of school facilities. In this regard, the City Defendants believe that the court lacks the jurisdiction and authority to enter such an order.

5. However, since the Joint Planners are working toward a voluntary plan, the City Defendants believe and hope that there will be no need to litigate the issues of the court's jurisdiction and authority in this area.

6. Furthermore, the City Defendants, under the leadership and vigilance of the Mayor, are committed to ensuring that school facilities will not be used as a means to frustrate an integrated education in the Boston public schools. This commitment from responsible local officials should also make it unnecessary to litigate the extent of the court's jurisdiction and authority to order the construction and renovation of school facilities in the context of this case.

7. As the court observed during the hearing on January 14, 1985, the City of Boston is facing a financial crisis. In light of the city's uncertain financial footing, the following conditions must be met in order for the City Defendants to finance a construction and renovation plan:

   a. The city must receive 90% reimbursement from the State Board for each project undertaken pursuant to the plan;

b. The city's bond rating must permit it to prudently borrow the funds needed to finance the plan.

c. The City Defendants must be able to obtain the necessary loan orders for the plan.

CITY DEFENDANTS

By their attorney,

Steven P. Perlmutter
Assistant Corporation Counsel
City of Boston Law Department
Room 615, City Hall
Boston, Massachusetts 02201
Phone: 725-4026

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

January 25, 1985

Stephen A. Moynahan, Jr., Esq.
Deputy Clerk
U.S. District Court
1525 U.S. Post Office and Courthouse
Boston, Massachusetts 02109

Morgan v. Nucci
C.A. 72-911-G

Dear Mr. Moynahan:

Enclosed please find for filing in the above action the State Board's Reply to City Defendants' Comments on Unified Facilities Plan Negotiations and State Board Plans for Future Monitoring.

Thank you.

Sincerely,

Robert H. Blumenthal

Robert H. Blumenthal, Esq.
Counsel, State Board of
Education

RHB/kal
Enclosures:
cc: Parties of Record

UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN, et al.,
Plaintiffs
v.
JOHN A. NUCCI, et al.
Defendants

C.A. 72-911-G

STATE BOARD'S REPLY TO CITY DEFENDANTS' COMMENTS ON UNIFIED FACILITIES PLAN NEGOTIATIONS

In accordance with procedural orders entered by this Court on January 3, 1985, the Massachusetts Board of Education ("the State Board") hereby replies to City Defendants' Comments on the Status of the Unified Facilities Plan Negotiations, filed on January 16, 1985.

The State Board joins City Defendants in the hope, expressed at paragraph (5) of their Comments, that voluntary agreement can be reached among the Joint Planners. To this end, representatives of the Joint Planners have continued to meet at least once a week. Progress continues to be made, and the State Board trusts that further agreement can be achieved before the filing deadline established by the Court in its Memorandum and Orders regarding UFP and Excess Seats, entered on January 4, 1985.

At the same time, the State Board must take exception to the "condition", described at paragraph (7)(a) of City Defendants' filing, that "the city must receive 90% reimbursement from the State Board for each project undertaken pursuant to the [Unified Facilities] plan." There are two reasons why this condition must be challenged.

First, as enumerated at pages 4-5 of the State Board's Memorandum in Support of Motion to Modify Order to File Unified Facilities Plan, dated December 20, 1984, a variety of issues are under discussion currently by the Joint Planners. Some of these issues involve costs for which state reimbursement is not available. To allow facilities planning to be determined only by the availability of state reimbursement is an unacceptable susbstitute for the comprehensive analysis and prioritizing of facilities needs that the current planning effort requires.

Further, those projects that are eligible for state assistance must satisfy the requirements of Massachusetts law in order to be eligible for maximum reimbursement. In this regard, the State Board notes Massachusetts Acts of 1984, Chapter 394, Section 5, approved by the Massachusetts General Court on December 27, 1984. This section amends Massachusetts General Laws, Chapter 15, Section 1I, to read in relevant part as follows:

> The board shall . . . approve grants
> for schoolhouse construction of
> ninety percent of the approved costs

> whenever the board is satisfied that the acquisition, construction, enlargement, renovation, reconstruction, rehabilitation, or modernization of a schoolhouse is for the purpose of reducing or eliminating racial imbalance as provided by [M.G.L. c.71] section thirty-seven D or imbalance of minority students, as defined in regulations promulgated under the federal Emergency School Aid Act, Title VII of Public Law 92-318; and the commonwealth shall, subject to appropriation and upon the approval of the board, pay to a city . . . ninety percent of the cost of other measures, except transportation . . . employed by a school committee thereof . . . to provide places for pupils for the purpose of reducing or eliminating racial imbalance . . .or imbalance of minority students . . . .

As the statute makes clear, the State Board must be satisfied that a specific project "is for the purpose of reducing or eliminating racial imbalance . . . or imbalance of minority students." In the context of the present litigation, this requirement means that the State Board must be satisfied that a specific project enhances desegregation. While it has been the State Board's assumption that most if not all projects eligible for state assistance and ultimately included in the UFP will meet this criterion, the State Board does not intend to reach such a sweeping conclusion at this time. Each project shall be considered on its individual merits and its specific contribution to the remedy in this case.

The State Board intends to continue addressing the above issues in its facilities planning efforts with City and School Defendants. The previous comments of City Defendants compel the State Board to articulate its position on the record, however, so that the Court and the other parties will not be misled regarding the financial commitments required to support an appropriate facilities plan for the Boston Public Schools.

Respectfully submitted,

Robert H. Blumenthal

Robert H. Blumenthal, Esq.
Counsel, State Board of
Education
1385 Hancock Street
Quincy, Massachusetts 02169
(617) 770-7315

Robert H. Bohn, Jr. / RHB

Robert H. Bohn, Jr., Esq.
Gitlin, Emmer, Kaplan & Bohn
160 Milk Street
Boston, Massachusetts 02109
(617) 451-6970

DATE: January 25, 1985

186

UNITED STATES DISTRICT COURT

DISTRICT OF MASSACHUSETTS

* * * * * * * * * * * * * * * * *

TALLULAH MORGAN, ET AL.,

Plaintiffs,

v.

JOHN A. NUCCI, ET AL.,

Defendants.

* * * * * * * * * * * * * * * * *

CIVIL ACTION
NO. 72-911-G

SCHOOL DEFENDANTS' REPORT ON SCHOOL CLOSINGS FOR 1985-86

In its meeting on January 29, 1985, the School Committee voted to approve the following facility closings. The capacity of each facility is noted in parentheses.

1. The Faneuil School, which houses the Boston Preparatory Program and the Another Course to College Program. (400 seats)
2. The Michelangelo Middle School in District 7 (330 seats)
3. The Cheverus Middle and Kindergarten School in District 8 (242 seats).
4. The Hemenway Elementary School in District 4 (180 seats).
5. The Lyndon Elementary School in District 3 (192 seats)

The School Committee also approved the closing of facilities in which the district offices for districts 1, 3 and 5 are currently located. These offices will be relocated in a number of middle schools for a net reduction of 300 to 450 seats.

The School Committee remains of the view that the Umana High School program should be consolidated with that of Boston Technical High School and the Umana should become a district eight middle school with a magnet component. Accordingly, the Committee has directed counsel to seek reconsideration of the Court's January 16, 1985 oral ruling. If the Court removes its prohibition against the proposed reutilization of Umana, the School Defendants will also act on closing the Barnes School (679 seats). This will result in a net reduction of 570 high school seats.

The School Department staff are preparing recommendations for the School Committee regarding other proposals which may, when implemented, further reduce systemwide capacity. Some of these proposals -- e.g. relocation of the Hernandez School program and its program to a larger elementary school -- have already been approved in concept by the School Committee. Others -- e.g. conversion of some schools in districts 4 and 5 to citywide magnet schools -- appeared in Dr. Dentler's memoranda. The School Defendants will submit any further proposals as soon as the School Committee takes action on them.

Respectfully submitted,

THE SCHOOL DEFENDANTS

By their attorneys,

Marshall Simonds, P.C.
Henry C. Dinger
GOODWIN, PROCTER & HOAR
28 State Street
Boston, MA 02109
[illegible]

BEST COPY AVAILABLE

Greater Boston Regional Education Center
The Commonwealth of Massachusetts
Department of Education

27 Cedar Street, Wellesley, Massachusetts 02181 431-7825

February 11, 1985

Mr. Michael Smith
City of Boston
Public Facilities Department
26 Court Street, 6th Floor
Boston, MA 02108

Dear Mr. Smith:

This letter is in response to my review of materials that you again submitted to this office as a part of the application procedure for state construction grant assistance regarding upgrading of heating systems in the Dearborn, Hyde Park High, Wheatley and Boston Technical High Schools.

The materials received on February 1, 1985, include many improvements in development of complete, approvable applications for the four schools.

The blueprints for the Wheatley School are complete construction drawings; they bear the stamp and seal of the engineer who developed them. They are ready for the bid procedure. Blueprints, complete in accordance with these standards are needed in order to complete applications for the Dearborn, Hyde Park High and Boston Technical High Schools.

Please note that PROGRESS PRINTS are interim prints and do not represent the complete proposal to this office. Page 2 of the REGULATIONS GOVERNING THE SCHOOL BUILDING ASSISTANCE ACT, CHAPTER 645 OF THE ACTS OF 1948 AS AMENDED explains the necessity of the architect or engineer's seal and signature on either preliminary plans or final working drawings submitted as a part of an application. Last, but not least, the requests made in this letter are made of every application submitted to the School Building Assistance Bureau. The Boston Office of Public Facilities has been following these procedures for years.

The bid specifications, like the blueprints noted above, are in need of seals and signatures of the architect or engineer who developed them in the case of each of the four schools. They should be combined in one package exactly as they are when going out to bid.

The updated energy conservation calculations indicate improved energy conservation at an approvable level for each of the four schools.

The energy technical audits, each bearing the seal and signature of the engineer, are complete and approvable.

William J. Curley, Head Administrative Assistant of the School Building Assistance Bureau notes that the certified funding votes for the four construction proposals are approvable; the total amounts of the financial forms (page 4) for the Dearborn and Technical High Schools have been interchanged on the City Auditor's Certification that a total of $1,757,678 has been earmarked for these proposals. This total amount exactly covers the total costs. It is noticeable that there is no leeway for change orders or other contingencies in this total amount.

The School Building Assistance Bureau accepts applications on forms printed on paper of a designated color and distributed, free, to each applicant. Included herewith are four sets of blank forms; also included is enough yellow paper to xerox the forms you submitted onto paper of the correct color at a minimum of time and labor to your staff. In this way, the work will not have to be re-typed and signed.

The seal and signature of the Affidavit of Regulatory Compliance means that the work to be completed as a part of the proposal is in accordance with code requirements and there is no conflict of interest involved. This form signed and sealed does not substitute for the required seal and signature on documents such as plans, bid specifications and energy calculations.

The school code number has not been filled in on the first page of the applications; please examine each application carefully to ensure that all information has been furnished.

Please do not hesitate to call me regarding any further information needed.

Very truly yours,

Samuel P. Pike

Samuel P. Pike
School Building Assistance Bureau

SPP:ed

cc: Marlene Godfrey, Director, Greater Boston Regional Center
David Jones, Associate Commissioner
John Calabro, Administrator, School Building Assistance Bureau

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

March 1, 1985

Stephen A. Moynahan, Jr., Esq.
Deputy Clerk
U.S. District Court
1525 U.S. Post Office and Courthouse
Boston, Massachusetts 02109

Morgan v. Nucci
C.A. 72-911-G

Dear Mr. Moynahan:

Enclosed please find for filing by the State Board in the above action Motion to Modify Bench Order of February 5, 1985.

Thank you.

Sincerely,

Robert H Blumenthal

Robert H. Blumenthal, Esq.
Counsel, State Board of
Education

RHB/kal
Enclosures:
cc: Parties of Record

UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN, et al., Plaintiffs v. JOHN A. NUCCI, et al. Defendants	)	C.A. 72-911-G

MOTION TO MODIFY BENCH ORDER OF FEBRUARY 5, 1985

The Massachusetts Board of Education ("the State Board") moves this Court to modify its Bench Order of February 5, 1985, reiterated at footnote 2, page nine of its Orders of February 20, 1985, which established a filing date of March 15, 1985 for the Unified Facilities Plan. The State Board moves that said Unified Facilities Plan filing date be amended to March 25, 1985.

In support thereof, and in accordance with Section VI of the December 23, 1982 Orders of Disengagement:

(A) The proposed modification has been presented to counsel for the Original Parties and the Executive Director of the CPC, all of whom have indicated that the proposed modification is unobjectionable.

(B)(1) The proposed modification, which seeks to allow 10 extra days for the filing of the Unified Facilities Plan, is intended to permit more effective coordination between the business schedule of the State Board and the ongoing negotiations of the Joint Planners. Under the current deadline of March 15, a final agreement must be reached prior to the State Board's next scheduled meeting, which shall occur on March 20, 1985. This meeting has already been rescheduled once, and it would be extremely difficult to bring the State Board together earlier in March to consider any agreements that representatives of the Joint Planners may reach.

By moving the filing deadline to March 25, the State Board will have a sufficient opportunity to fully evaluate proposals currently under discussion. These proposals, which contain *inter alia* a renovation schedule for all currently operating school buildings, and which require extensive financial commitments on the part of both City Defendants and the State Board, require a detailed analysis and discussion that the State Board intends to undertake at its March 20 meeting. A March 25 filing deadline will also allow time for representatives of the Joint Planners to address any concerns that might arise during the State Board's consideration of the proposals.

(B)(2-5) The proposed modification is complete, has no impact upon the educational rights of minority students, is ripe for hearing and decision, is not inconsistent with relevant law and court decisions, and is filed in a timely manner.

Respectfully submitted,

MASSACHUSETTS BOARD AND
COMMISSIONER OF EDUCATION

By their attorneys,

Robert H. Blumenthal

Robert H. Blumenthal, Esq.
Counsel, State Board of
Education
1385 Hancock Street
Quincy, Massachusetts 02169
(617) 770-7315

Joan Entmacher /RHB

Joan Entmacher
Assistant Attorney General
Department of the Attorney General
One Ashburton Place - Room 1902
Boston, Massachusetts 02108
(617) 727-1090

DATE: March 1, 1985

CERTIFICATE OF SERVICE

I hereby certify that service of the attached document was made on all parties to this action by mailing or hand-delivering copies of the same to all counsel listed below:

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Boston, MA 02201

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Gutman Library
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Silverglate, Gertner, Baker
& Fine
88 Broad Street
Boston, MA 02210

Robert H Blumenthal

Robert H. Blumental

DATE: March 1, 1985

c: B.Q. members

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT OF SCHOOLS
ROBERT R. SPILLANE

March 13, 1985

Dr. John Lawson
Commissioner of Education
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169

Dear Commissioner Lawson:

I am pleased to submit the response of the Boston Public Schools to the Board of Education's Monitoring Report No. 4, dated February 1, 1985. Our response addresses all monitoring report areas except Student Assignments, Special Desegregation Measures and Transportation. We believe it more important that the Department of Implementation concentrate its time and staff resources at this time on planning for 1985-1986. We further are of the opinion that Department of Education staff are not unaware of affirmative measures that have been taken by the School Department and its Department of Implementation to address concerns in the three areas. Nonetheless, the Department of Implementation will do its best to prepare a formal response in the near future.

This most recent of the monitoring reports, we believe it fair to conclude, points to the progress and further improvement we have made in our compliance efforts. Additionally, implicit in the findings, recommendations and conclusions is evidence of the serious complexity of many of the outstanding issues. It is important, therefore, that cooperation, understanding and sensitivity be guiding principles as we strive to maintain and even increase our momentum toward further compliance with the court order.

It continues to be our hope that the court will see fit to disengage itself from the Boston Public Schools and that, consequently, there will be no need for additional monitoring reports. The energies and time of staffs from both our departments, I'm certain you will agree, would be better spent on program development, direct services and student support activities.

Sincerely,

Robert R. Spillane

RRS:ls
Enc.

RESPONSE TO MONITORING REPORT NO. 4
(FEBRUARY 1, 1985)

BOSTON PUBLIC SCHOOLS

ROBERT R. SPILLANE
SUPERINTENDENT OF SCHOOLS

MARCH 13, 1985

TABLE OF CONTENTS

PAGE

INTRODUCTION 1

BILINGUAL EDUCATION. 2

VOCATIONAL AND OCCUPATIONAL EDUCATION. 4

SCHOOL FACILITIES. 7

STAFF. 8

SAFETY AND SECURITY. 9

STUDENT DISCIPLINE 11

PARENT ORGANIZATIONS 15

STUDENT ORGANIZATIONS. 19

ATTACHMENTS

SCHOOL FACILITIES

We concur with the findings in Monitoring Report No. 4 on school facilities. They are accurate and reflective of the current status of facility planning. The School Department understands its responsibility for completing a Long Range Facilities Plan and has taken steps to this end as noted below.

Conclusions/Recommendations

Boston must yet develop a comprehensive long-range facilities plan as specified by the Court, most recently on November 2, 1984. Still to be provided by the City is a list of all Boston Public Schools selected to be closed over the ten year period of the plan with the capacity of each and the estimated date of closing.

The Boston Public Schools recently approved the closing of eight (8) school buildings, five of which housed a student population. These closings were also approved by the Court and will be incorporated into the Unified Facilities Plan (UFP).

Other determinants of the facilities plan relating to program locations, grade structures, and assignment procedures have been approved by the Boston School Committee and filed with the Court. Court decisions will also be incorporated into the UFP.

Weekly meetings, and if necessary, more frequent meetings, will continue with State and City planners to produce a Unified Facilities Plan as specified by the Court. Planners hope to complete the Unified Facilities Plan by March 1, 1985 to allow for review and decision making by respective governance groups of the three joint planning members.

UNITED STATES DISTRICT COURT

DISTRICT OF MASSACHUSETTS

FILED
IN CLERK'S OFFICE
MAR 21 3 30 PM '85
U.S. DISTRICT COURT
DISTRICT OF MASS.

DOCKETED

* * * * * * * * * * * * * * * * * * *

TALLULAH MORGAN, ET AL.,
Plaintiffs,

v.

JOHN A. NUCCI, ET AL.
Defendants.

* * * * * * * * * * * * * * * * * * *

CIVIL ACTION
No. 72-911-G

SCHOOL DEFENDANTS' MOTION FOR AN EXTENSION OF TIME IN WHICH TO FILE UNIFIED FACILITIES PLAN

The School Defendants move for an order extending the time in which the School Defendants, the City Defendants and the State Board may file a Unified Facilities Plan ("UFP") from March 25, 1985 to March 27, 1985. In support of this motion, the School Defendants state as follows:

1. The staffs of the Joint Planners have completed their work on a draft UFP. This draft has been circulated to the Joint Planners for their review.

2. School Defendants have been advised that the State Board at its meeting of March 20, 1985, approved the draft, subject, however, to a number of conditions, including a commitment by the School and City Defendants to a substantial increase in the annual alterations and repair budget.

3. The Superintendent will not be able to make a recommendation to the School Committee regarding the conditions

3/25/85
Allowed and so ordered.
Garrity, J.

cc: Blumenthal

The Commonwealth of Massachusetts
BOARD OF EDUCATION
1385 Hancock Street, Quincy, Mass. 02169

March 22, 1985

To Whom It May Concern:

At its Regular Meeting of March 20, 1985, the Board of Education took the following action*:

On a motion duly made and seconded, it was

VOTED: that the Board of Education approves the Unified Facilities Plan for the Boston Public Schools with the understanding that the following conditions are to be met: that the maintenance budget of the Boston School Committee, currently funded at $6 million, will be permanently increased to $8 million; that there be a study of the long-term annual maintenance needs of the Boston Public Schools; that responsible Boston officials develop and implement a schedule of incremental appropriations to meet the maintenance needs identified in said study; and further, that in taking this action, the Board takes particular note of those sections in the Plan relating to costs being calculated in 1984 dollars and the Board's intent, in accordance with the School Building Assistance Act, to consider project applications on an individual basis.

Unanimously Adopted

A True Copy:

Attest: ______________________
William J. Crowley
Executive Assistant
to the Commissioner

*Subject to approval within the Minutes of the Meeting of March 20, 1985.

FILED

MAR 1 10 12 AM '85

UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

DOCKETED

TALLULAH MORGAN, et al.,
Plaintiffs
v.
JOHN A. NUCCI, et al.
Defendants

C.A. 72-911-G

MOTION TO MODIFY BENCH ORDER OF FEBRUARY 5, 1985

The Massachusetts Board of Education ("the State Board") moves this Court to modify its Bench Order of February 5, 1985, reiterated at footnote 2, page nine of its Orders of February 20, 1985, which established a filing date of March 15, 1985 for the Unified Facilities Plan. The State Board moves that said Unified Facilities Plan filing date be amended to March 25, 1985.

In support thereof, and in accordance with Section VI of the December 23, 1982 Orders of Disengagement:

(A) The proposed modification has been presented to counsel for the Original Parties and the Executive Director of the CPC,

DOCKETED

3/5/85
Motion allowed and so ordered,
Garrity, J

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
ROBERT R. SPILLANE

Ches Gibson

David Jones

March 20, 1985

MEMORANDUM

TO: President and Members,
Boston School Committee

FROM: Robert R. Spillane, Superintendent Robert Spillane

SUBJECT: Implementation of Recent Court Orders

I am providing you and local school officials with yet another summary of the status of various proposals submitted to the Federal Court on or after December 20, 1984 as well as a progress report on those school desegregation activities already under way.

Proposals Not Approved by the Federal Court

Proposal 6. The May 10, 1975 Student Desegregation Plan shall be amended by adding at the end of page 49 the following language: "Beginning in the 1986 school year the School Defendants may make grade six an entrance level to the three examination schools and beginning in the 1987 school year the School Defendants may eliminate grade seven as an entrance level to the three examination schools and grade ten as an entrance level to Boston Technical High School."

Proposal 7. Students currently enrolled at the Umana School will be permitted to transfer to Technical High School without reference to an examination or ranking. The Umana School shall become the site for a middle school in District 8. The School Defendants shall be permitted to make desegregative assignments to the middle school to be located at the Umana School without regard to district boundaries. The McKay School will become a K-5 school beginning September 1986.

NOTE: Neither of the above two proposals (Proposal 6 or Proposal 7) was rejected with such finality that we could not re-submit either or both prior to the 1986-87 academic year, bearing in mind the criticism in the Court's Order of February 20, 1985.

Proposals Not Yet Ruled Upon by the Federal Court

Proposal 4. The rules governing computation of desegregation standards and the determination of compliance shall be modified by adding the following language at the end of page 78 of the May 10, 1975 Student Assignment Plan:

> In computing the applicable citywide and district racial percentages, the following students will not be counted:
>
> (a) bilingual students,
>
> (b) substantially separate special needs students,
>
> (c) examination school students,
>
> (d) students attending the Hernandez School or any comparable school.
>
> In determining applicable district racial percentages, students attending magnet schools shall not be counted. In computing whether a particular school complies with applicable numerical standards, neither bilingual students nor substantially separate special needs students shall be counted.

NOTE: We do expect to receive a draft order not too different from Proposal 4 in the near future.

Proposal 8. The School Defendants may expand the program currently at the Hernandez School, and may further expand the program by the addition of a suitable middle school component. Such expansions may be in languages other than Spanish.

NOTE 1: We do expect to receive approval of Proposal 8 in the near future.

NOTE 2: This proposal was reaffirmed by you on February 13, 1985 with the designations of the Holland School and Mackey School and with a restriction of fifty percent on the bilingual enrollment in such schools.

Proposal of February 13, 1985. The School Defendants seek to designate the following schools as citywide magnet schools, effective September 1986:

- Burke High School, presently in District V
- Lewenberg Middle School, presently in District III
- Pauline Shaw Elementary School, presently in District IV.

Further, the School Committee shall designate magnet programs for each school at the earliest date but in any event in sufficient time to prepare for recruitment and implementation by September 1986.

> NOTE: We would hope to receive approval of the above unnumbered proposal in view of the Court's seeming interest in such a proposal as conveyed by the Court Expert in January 1985.

Proposals Approved by the Federal Court

Proposal 1. The May 10, 1975 Student Assignment Plan shall be amended by adding the following language after the first sentence of the first full paragraph on page 2: "provided, however, that beginning with the 1985-1986 school year the city defendants shall be permitted to consolidate school districts for administrative purposes and to designate a single Community Superintendent to be the chief school officer for each consolidated district."

RECOMMENDATION: In view of the complexity of Student Assignment changes taking place this year and in light of my own impending departure from the school system, I urge that action on the totality of this approved proposal be deferred until the 1986-87 school year. An added reason for deferral is the uncertainty surrounding the Experimental District Project in Districts III and IV as well as the possible expansion of citywide magnet programs in Districts III, IV and V. If the Experimental District Project succeeds this May then I would urge you to move immediately on the designation of a single Community Superintendent for the merged districts III and IV by September 1, 1985, if possible. However, I would urge a delay in any other administrative mergers until 1986 when it will be possible to assess the impact of the expansion of citywide programs and, if the Experimental District Project succeeds, the application of the experiment in other combined districts.

Proposal 2. The August 12, 1977 Memorandum and Orders as to Kindergarten Desegregation shall be amended to include a new paragraph 3(c) on p. 9 to read: "Any kindergarten student may, at the election of such student's parents, attend kindergarten at that student's geocoded school for grades 1-5."

COMMENT: Proposal 2 is in process for the upcoming Student Assignment Process. We do not view it as a major change.

Proposal 3. The May 10, 1975 Student Desegregation Plan shall be amended by adding at the end of the paragraph carrying over from page 46 to page 47 the following sentence: "No regular education student applying for a seat in a community district high school may be assigned to a magnet high school, unless the student's parents (or the student him or herself, if over 18) agree to such assignment."

COMMENT: Proposal 3 is in process for the upcoming Student Assignment Process. It has particular significance for eighth-grade students, and Middle School officials are being alerted to advise such students and parents of its importance. (The proposal does NOT apply to students who fail to return completed applications in timely fashion.)

We believe this proposal will strengthen the community districts. It does, however, present a special challenge to some citywide high schools to compete most vigorously for students.

Proposal 5. The School Defendants shall be permitted to make Madison Park High School the primary academic home for students wishing to pursue vocational education offering at the Humphrey Occupational Resource Center. The half-day program currently in effect will be phased out. The major thrust, on a phased-in basis of Madison Park High School shall be vocational education. Students presently utilizing the half-day program at the Humphrey Center may continue to do so from their present high schools or they may transfer to Madison Park High School in September 1986.

Nonvocational education students at Madison Park High School may continue at the school or may apply for other high schools on a first priority (but not absolute priority) basis. The Music Magnet Program shall continue at Madison Park High School. Further, Madison Park High School may recruit nonvocational education students to the school whose presence would bring the school closer to compliance with desegregation standards. The school system shall have the right, however, to reconsider the maintenance of a comprehensive high school component at Madison Park High School in future years.

COMMENT: This proposal has an implementation date of 1986. However, the approval of the proposal has expedited planning. In particular, the Deputy Superintendent for Operations and the Director of Career and Vocational Education are developing a plan of action whereby all eighth-grade students across the system will participate in a one-week exploratory program at the Humphrey Center in 1985-86 in preparation for some students making decisions to attend Madison Park/Humphrey Center in 1986-87 as ninth-graders.

Proposal 9. The May 10, 1975 Student Desegregation Plan shall be amended by adding at the bottom of p. 79 two new paragraphs:

> Notwithstanding the foregoing, each school may fill a small number of reserved seats (with the number determined by school capacity as set forth below) with students whose presence in the school enhances or brings the school closer to compliance with the applicable racial/ethnic percentages. Students may be assigned to fill such seats without regard to their geocode or district, provided, however, that the transfer of any student currently enrolled in a Boston Public School shall not have a negative impact on the compliance of the sending school with numerical desegregation standards. All such assignments shall be subject to approval by the Senior Officer for Desegregation.

The number of seats which a particular school can fill in accordance with the previous paragraph is determined as follows: Schools with capacities under 200 may reserve 10 seats. Schools with capacities between 200 and 500 may reserve 20 seats. Schools with capacities between 501 and 1000 may reserve 40 seats. Schools with capacities above 1000 may reserve 60 seats. Elementary schools may reserve an additional 5 kindergarten seats. The Senior Officer for Desegregation may permit the designation of additional reserve seats in District 8.

COMMENT: This proposal is known as the Recruitment Incentive Plan and was approved by the Court with the following schools and numbers:

District	School	Reserved Seats
II	Ellis	20 White
III	Lee	20 White, 20 Other Minority
	R. G. Shaw	20 White, 20 Other Minority
IV	Thompson	30 White, 10 Other Minority
	P. A. Shaw	10 Black, 10 Other Minority
V	Burke	30 White, 10 Other Minority
	Dorchester	25 Black, 15 White
VI	Emerson	20 White
I	Baldwin	10 Black, 10 White
	Garfield	20 Other Minority
	Hamilton	10 Black, 10 White
II	Jamaica Plain	40 White
	Mary Curley	10 Black, 30 White
	J. F. Kennedy	5 Black, 15 White
	Manning	10 Other Minority
IV	Chittick	15 White, 5 Other Minority
	Taylor	30 White, 10 Other Minority
V	Kenny	20 Black
	Marshall	10 Black, 30 White
VI	Dearborn	30 White, 10 Other Minority
	McCormack	30 Black, 10 White
	Perkins	15 Black, 5 Other Minority
	Russell	10 Black, 10 White
VII	Edwards	25 Black, 15 White
	Timilty	30 White, 10 Other Minority
	Blackstone	15 Black, 25 White
VIII	All Schools	Per Capacity; Black and Other Minority Only

Given the date of the Court's approval and our desire to move on the annual Student Assignment Process as soon as possible, this proposal will be implemented in May and June of this school year as well as September of 1985. Specific directions will be provided by the Department of Implementation to affected schools in the upcoming weeks.

Proposal 10. The May 10, 1975 Student Assignment Plan shall be amended by adding a new paragraph after the first paragraph on p. 72:

> In order to preserve ethnically integrated neighborhoods, the following special assignment rules shall apply. The Department of Implementation, after consultation with the other parties, shall designate those schools which are located in ethnically diverse areas of the city. For each such school, the Department of Implementation shall identify a racially mixed contiguous recruitment area. The staff at such schools may recruit students from such area and such students may be assigned to the school, subject, however, to capacity constraints and to the numerical desegregation standards. The Senior Officer for Desegregation must approve any such assignment.

COMMENT: This proposal is limited to the Mather School in District V and the Elihu Greenwood School in District IV for 1985-86. (If successful, we can seek to expand it in 1986-87.) The Department of Implementation will issue directions within the week to the affected students and schools.

The Mather Desegregation Project will focus on students residing in geocodes 333 to 342, 345, 346, 348, 350, 352, 460 to 462, 254 and 841. The Elihu Greenwood Desegregation Project will focus on geocodes 478 to 489 and 491 to 497. This proposal will be begun during the upcoming Student Assignment Process and may be continued, if necessary, in the period between May 1, 1985 and September 30, 1985.

Proposal 11. The Boston School Committee reaffirms its vote of December 19, 1984 to create the consolidated district resulting from the merger of community districts 3 and 4 to explore new student assignment options for desegregation. The Committee agrees not to implement the plan if the results of the Spring Student Application Process in the consolidated district do not permit desegregation comparable to that currently in effect in community districts 3 and 4.

COMMENTS: Intensive planning of the Experimental Project has been underway. Staff of the Department of Implementation are meeting with key school personnel in District III and IV this week. They also are attending the first of two community meetings urged by the Citywide Parents Council on March 20, 1985. A second meeting is planned for March 27, 1985. A special application form is being printed for elementary school students in the two districts, and the Department of Implementation will issue guidelines this week to school personnel to assist in their recruitment efforts and to enable them to instruct parents. The City-Wide Educational Coalition also has developed a flyer containing some general information in question-answer format. Staff of the Department of Implementation also will make themselves available to staff of the School Committee to enable them to be better informed on this project and others identified earlier in this paper.

Conclusion

This paper only touches upon the issues before us as we endeavor to prepare for this year's Student Assignment Process as well as to anticipate planning efforts for 1986-87. The Department of Implementation has been allocated $300,000 in Chapter 636 FY'86 funds in an effort to provide special assistance to the schools embarking on Proposals 11, 9 and 10. The prolonged Court Hearings following our filings of December 20, 1984 (in addition to the somewhat frantic nature of the filings when negotiations with local plaintiffs broke down last December) have not provided us with all the time we would desire. Nonetheless, we are endeavoring to carry out the proposals and orders of immediate concern and suggest to you that we are putting in place planning activities for 1986. This paper does alert you to my recommendation that we defer action on proposal 1 (administrative merger of community districts), except possibly in the case of districts III and IV if the student assignment experiment succeeds this spring.

bmj

cc: Deputy Superintendents
Senior Officers
Community Superintendents
Principals and Headmasters

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT OF SCHOOLS
ROBERT R. SPILLANE

March 28, 1985

Honorable Raymond L. Flynn
Mayor of Boston
Boston City Hall
City Hall Plaza
Boston, Massachusetts 02201

Dear Mr. Mayor:

On behalf of the Boston School Committee, I respectfully transmit and ask for your approval of our request for a permanent supplementary appropriation in the amount of $2,000,000 for the alteration and repair of school buildings, thereby establishing the base alteration and repair appropriation at $8,000,000 per annum.

The need for this additional funding cannot be questioned. Between 1971 and 1982, the alteration and repair appropriation for school buildings was essentially level-funded under a charter formula keyed to the City's total assessed valuation less abatements. The formula produced an amount which fluctuated between $4.6 to $4.9 million per year. In 1982, the formula was changed to a fixed dollar amount. The dollar amount was set arbitrarily at $6.0 million per year, even though an adjustment for inflation would have required $9.2 million just to maintain the equivalent 1971 funding level.

The deleterious effect of this charter formula on the school physical plant was documented in your transition report entitled "Boston in Transition: A Program and Policy Analysis." This report says, in relevant part:

> There is a quiet crisis brewing within the Boston Public School system related directly to the unavailability of even a marginally adequate funding system for the maintenance of school facilities. The crisis is rendered even more acute by the existence of a vast "modern" school

> plant which was constructed in the late 1960's and 1970's but for which no provision was made for ongoing maintenance. . . . . The school system is currently comprised of approximately 130 buildings representing 11.1 million square feet. Using a rudimentary replacement cost calculation of $75-90 per square foot, the replacement value of this plant ranges from $833-999 million. Such a plant would normally require an ongoing maintenance reserve of approximately 1.5-2% annually or $12.5-19.9 million in annual maintenance expenses. This number ignores the estimated backlog of approximately $45 million in immediately necessary repairs.

As you no doubt know, the State Board of Education has endorsed a Unified Facilities Plan giving initial approval to some $65 million in state-reimbursed capital improvement projects. The State Board has insisted, however, that prior to granting any further school building improvement funds, Boston must demonstrate its willingness to devote sufficient resources to the ordinary maintenance and repair of school buildings. Given the sorry condition of our school buildings, it is understandable that the State Board would be reluctant to pay for the modernization of a facility, only to have that facility deteriorate due to inadequate maintenance. The State Board has specified an $8 million annual budget as the minimum stop-gap measure, and asks that we join in efforts to determine and to und incrementally the maintenance budget level required for the uture.

The Unified Facilities Plan was filed on March 27, 1985. That Plan is meaningless unless a commitment is made to provide adequate maintenance funding. Once the commitment is made, the State Board will begin releasing the $65 million in state aid, and the Federal Court will be assured that state and local officials are willing and able to administer a school building improvement program consistent with desegregation principles.

I urge you to make that commitment. You have within your hands, with the concurrence of the City Council, the power to release $65 million in state school building aid, and to remove one last obstacle to Federal Court disengagement. The School Committee has requested the supplementary appropriation knowing full well that you can grant the request at no additional cost to the City, simply by reducing the School Committee's General School Purpose request by $2,000,000. The School Committee recognizes that if the State fails to provide sufficient revenue relief to enable the City to afford the school programs desired by the School Committee, you may have no choice but to compel a reduction in the General School Purpose budget. Despite these risks, the School Committee still seeks this supplementary appropriation. The disgraceful physical condition of our school buildings can no longer be tolerated.

Very truly yours,

Robert R. Spillane
Superintendent of Schools

ctm

cc: President and Members, Boston School Committee
/Commissioner John H. Lawson

City of Boston

In School Committee

March 26, 1985

ORDERED, that, in accordance with Section 21 of Chapter 190 of the Acts of 1982 the Mayor be hereby requested to recommend to the City Council a supplementary appropriation for Fiscal Year 1986 in the amount of $2,000,000.00 exclusively for the alteration and repair of school buildings, and for furniture, fixtures and means of escape in case of fire, and for fire protection of existing buildings and for improving existing school yards; and further, that the Mayor and Council be hereby requested to allow said supplementary appropriation to be included in the amount that may be appropriated by the School Committee for said purposes in subsequent fiscal years, for a total annual alteration and repair appropriation of $8,000,000.00.

On roll call the order was approved by the following vote:

S - Ms. Browne, Mr. Marchione, Mr. McCluskey, Mrs. McGuire, Mr. O'Reilly, Mrs. Owens-Hicks, Mrs. Romero, Mrs. Walsh-Tomasini, and Mr. Nucci - 9

No - 0

PRESENT - Mr. Burke and Mr. Casper - 2

ABSENT - Mr. Grady and Mr. O'Bryant - 2

Attest,

Edward J. Winter

Secretary

BEST COPY

DISTRICT OF MASSACHUSETTS

* * * * * * * * * * * * * * * *

TALLULAH MORGAN ET AL.,

Plaintiffs,

v.

JOHN A. NUCCI, ET AL.,

Defendants.

* * * * * * * * * * * * * * * *

CIVIL ACTION
NO. 72-911-G

SCHOOL DEFENDANTS' MOTION FOR ORDER REGARDING FACILITIES

The School Defendants move this Court for an order directing the City Defendants to take all steps necessary to permit the implementation of the projects identified in the draft Unified Facilities Plan for fiscal year 1986 (UFP at P.III B-2). In support of this motion, School Defendants rely on the evidence presented in Court during hearings held on April 19, 25 and 29 and the need for these first year renovations to take place during the summer.

A draft order is attached for the Court's convenience.

Respectfully submitted,

THE SCHOOL DEFENDANTS

By their attorneys,

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Henry C. Dinger
GOODWIN, PROCTER & HOAR
28 State Street
Boston, MA 02109

(617) 523-5700

(over)

UNITED STATES DISTRICT COURT

DISTRICT OF MASSACHUSETTS

* * * * * * * * * * * * * * * *

TALLULAH MORGAN, ET AL.,
Plaintiffs,
v.
JOHN A. NUCCI, ET AL.,
Defendants.

* * * * * * * * * * * * * * * *

CIVIL ACTION
NO. 72-911-G

ORDER

Upon the motion of the School Defendants and after hearing regarding the proposed Unified Facilities Plan (the "UFP"), it is hereby ORDERED that the City Defendants promptly take all steps necessary to permit the implementation of the projects identified on Page III B-2 of the UFP during the summer of 1985.

W. Arthur Garrity
United States District Judge

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

May 3, 1985

Stephen A. Moynahan, Jr., Esq.
Deputy Clerk
U.S. District Court
1525 U.S. Post Office and Courthouse
Boston, Massachusetts 02109

Morgan v. Nucci
C.A. 72-911-G

Dear Mr. Moynahan:

Enclosed please find for filing by the State Board in the above action State Board Comments on Unified Facilities Plan.

Thank you.

Sincerely,

Robert H. Blumenthal, Esq.
Counsel, State Board of
Education

RHB/kal
Enclosures:
cc: Parties of Record
[illegible]

UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN, et al.,
Plaintiffs
v.
JOHN A. NUCCI, et al.
Defendants

C.A. 72-911-G

STATE BOARD COMMENTS ON UNIFIED FACILITIES PLAN

On March 27, 1985, the Massachusetts Board of Education ("the State Board"), City Defendants and School Defendants filed a Unified Facilities Plan ("UFP") with the Court. (For the purpose of this filing, the above-named parties have been referred to as "the Joint Planners".) By its very nature, a filing of this type represents a product of negotiation and compromise, of concessions made by individual parties on specific points in order to win acceptance on other issues. It is thus unrealistic to assume that any one of the Joint Planners, when called upon to defend the document in an adversary proceeding such as the hearings of April 22, 25 and 29, can offer a sweeping and unqualified endorsement. For its part, the State Board registered a three-part condition to its endorsement of the UFP upon the filing of the document. At the same time, the UFP does represent a significant effort to address the facilities needs of the entire Boston Public School system, and as such deserves the support of the parties and the Court.

I. The UFP and Prior Court Orders

Contrary to comments made during recent hearings, the UFP was not developed without attention to prior Court orders. In fact, an analysis of these orders was the starting point of the State Board's participation in the negotiating process. Negotiators for the State Board examined all orders relating to facilities contained in Appendix A, Section 8 of the Court's December 23, 1982 Orders of Disengagement. After receiving the Court's Order to File Unified Facilities Plan of November 2, 1984, particular attention was given to the orders of May 6, 1977 and August 15, 1979. Based upon an analysis of these orders, negotiators for the State Board prepared an outline of issues that the UFP was to address. This outline, with some changes in sequence but none in substance, was adopted by the Joint Planners and is reflected on the Table of Contents page of the UFP.

The Court was accurate in its comment that the UFP does not specifically reflect the Stipulation filed by Plaintiffs, City

Defendants and the State Board on November 15, 1976. This Stipulation is not referenced, however, in either Appendix A of the Orders of Disengagement or the Court's more recent order of November 2, 1984. Given that various portions of the Stipulation were incorporated in later facilities orders that are included in said Appendix A, and that the UFP as filed does reflect facilities needs and schedules regarding each school building currently in use by the Boston Public School system, the State Board believes that the terms of the Stipulation have been properly addressed in the UFP.

Regarding an analysis of the desegregative impact of the UFP, the State Board notes that such an analysis was prepared by the Department of Implementation as per Court order and included at Section V of the UFP. The Joint Planners recognized that this statement of desegregative impact was the single section of the UFP not subject to negotiation, and while the Joint Planners were given the opportunity to comment on a draft of Section V, they agreed that it was intended to be an independent analysis.

II. The UFP and Financial Commitments

While the UFP as filed responds to the directives contained in prior Court orders, it is driven in the first instance by considerations of finance. While this statement may seem self-evident, and while the mechanisms for financing facilities construction, renovation, repair and maintenance may be well known, they are worth repeating in order to gain a clear understanding of how this or any other UFP is developed.

School facilities projects can be divided into two categories, based upon the source of funding. The first category, often referred to as capital improvement projects, involves both new construction and major renovations to existing structures. These projects are undertaken through School Building Assistance Grants from the State Board in accordance with Massachusetts Acts of 1948, Chapter 645, as amended. In its current form, Chapter 645 allows for certain energy-related capital improvements such as roof and boiler repairs to be undertaken that were previously ineligible for state funding. In addition, Chapter 645 now provides 90 percent reimbursement on both principal and interest costs for those projects deemed to enhance desegregation.

A second category of school facilities projects is not eligible for state reimbursement. These projects involve work on existing structures such as painting, plumbing and landscaping that are considered to be part of the ongoing maintenance responsibilities of local school authorities. Such projects are financed out of either annual school budget appropriations or special appropriations by municipal governments.

Given a condition of adequate financial resources, long-range programs such as the UFP would be need-driven; specific priority projects would be identified and scheduled, and the necessary financial commitments would follow. When financial resources are limited, however, not all needs can be addressed on an accelerated basis. This latter situation prevailed during the development of the UFP, with City Defendants identifying specific financial commitments to which criteria of need and desegregative impact were then applied by the Joint Planners. It is important to note in this regard that the State Board did not impose limitations on its level of participation, in terms of either rate of expenditure or the ultimate total expenditure, at any time during the UFP negotiations. On the contrary, the State Board would have welcomed the opportunity to address facilities needs more quickly and more comprehensively under the UFP, and raised the possibilities of an expanded and/or accelerated schedule during the course of negotiations. We were given specific commitments by City Defendants, however, that did not change appreciably during the course of negotiations, and the Joint Planners took these commitments as the base from which the present plan was developed.

III. The UFP and Capital Improvements

It has been stated in Mayor Flynn's April 12, 1985 letter to the Court and elsewhere that City Defendants have committed $69.7 million over the next ten years to capital improvements. Such statements imply that the commitment to capital improvements is undifferentiated, and that the total sum is available to address appropriately prioritized renovation needs of the Boston Public Schools. In reality, City Defendants have actually made distinct financial commitments that total $69.7 million. These commitments must be considered separately in order to accurately describe the position of the State Board.

(A) Boston Latin School/Boston Latin Academy

Prior to the commencement of the present round of UFP negotiations, the Boston City Council approved the financing of renovations at the Boston Latin School, and the construction of a new Boston Latin Academy, at a combined cost of $35 million. This commitment was made specifically to these two facilities, and was intended to represent a ceiling on combined capital improvements at the two schools. Since School Defendants are currently considering alternative options for construction of a new Latin Academy, including a proposal to house both the Latin School and Latin Academy on the site now occupied by the Latin

School, it would be accurate to characterize the City Council's $35 million authorization as a commitment without a project.

Given the current status of planning regarding these two schools, the State Board is not able to take a position on these projects, and has gone on record to this effect at pp. IC-3 and IC-4 of the UFP. At such time as specific projects are presented, the State Board intends to analyze the proposals in terms of both their impact on desegregation and the overall secondary education program in Boston. The desegregation analysis is essential to determine whether the two Latin Schools, which enroll a disproportionate number of white students, are eligible for 90% state reimbursement; the educational analysis is essential in determining whether these projects are eligible for state reimbursement in the first instance. While the State Board would not oppose making this $35 million commitment available for other capital improvements in Boston, the commitment as presently given by the City of Boston is directed only toward the two Latin schools.

(B) Other Capital Improvements

Pages IIIA-1 of the UFP summarizes the remaining financial commitments of City Defendants. These include $3 million for the renovation of White Stadium, a project that the State Board believes is not eligible for reimbursement under current statutes; $1.7 million for the renovation of Central kitchen facilities; and $30 over the next 10 years for capital improvements in all Boston Public Schools with the exception of the Latin School and Latin Academy. This last commitment is more specifically limited to an expenditure of approximately $13 million in years one through three of the UFP, according to the schedules contained at part IIIB of the UFP; and approximately $17 million in years four through ten of the UFP, with projects to be drawn from those appearing at part IIIC of the UFP. While specific annual commitments are only identified at part IIIB, and represent roughly $4.2 million in each of the first three years, it was made clear during the course of negotiations that City Defendants propose to commit the remaining $17 million in roughly equal annual installments.

As previously noted, these specific commitments dictated the content of the negotiations that followed. In endorsing the particulars of the UFP related to capital improvements, the State Board accepted neither the adequacy of the net commitment nor the scheduling of funds over the life of the UFP. The State Board did attempt to structure an appropriate UFP within the bounds of these commitments.

During the course of negotiations, both City and School Defendants indicated that the projects contained in the schedules for years one through three represented critical repairs essential to the continuing functioning of the schools in question. These repairs, which may have been neglected in the past due to unavailability of state reimbursement, could now be undertaken under the revised School Building Assistance Act. After a review of these critical needs by negotiators for the State Board, the emergency nature of these needs was verified. It was acknowledged, however, that a development of priorities on the basis of need alone would not insure that desegregation was enhanced by directing funds to schools in stably integrated neighborhoods, or that equity of burden was addressed by directing facilities funds to schools in predominantly minority areas of the city. These concerns were addressed by the development of criteria for the selection of future projects, once the emergency renovations had been completed. These criteria, which include detailed considerations of location, enrollment pattern, equity and desegregation, are included at pp. IIIC-10 and IIIC-11 of the UFP. While the State Board does not feel that this is an ideal solution, it is an approach that the Joint Planners were able to reach agreement upon during the course of negotiations, and which the State Board intends to honor in its review of annual schedules of school facility expenditures and other related measures called for at p. IIIC-10 of the UFP.

While the State Board agrees with Plaintiffs that desegregation enhancement should be a consideration in the development of a facilities plan, building renovations should not be viewed as a panacea intended to resolve all existing desegregation problems. In their initial filing on the UFP, Plaintiffs express concerns regarding special desegregation measures, safety and security and student discipline that mirror the findings contained in State Board monitoring reports. It is doubtful, though, that the UFP is the proper means to address most of these problems. Many of the schools that have experienced difficulty in complying with racial/ethnic guidelines are among the newest facilities in the system, and it is unclear that facilities improvements can solve safety and discipline problems unless it can be shown that the nature of the facility itself contributes to the problems.

IV. The UFP and Maintenance

Under current statute, Massachusetts Acts of 1982, Chapter 190, section 21, the School Defendants are guaranteed an annual appropriation of $6 million for alterations and repairs. This money has been characterized by Mayor Flynn, in his April 12 letter to the Court, as a "strong commitment" on the part of the City Defendants, although in fact this is the minimum annual alteration and repair appropriation required by law. By the terms of the statute, this $6 million figure may only be increased on a permanent basis with the approval of the mayor and an appropriation by the Boston City Council.

There appears to be general agreement that the current $6 million figure is woefully inadequate. The Mayor's Transition Committee on Education, Subcommittee on Structure and Compliance, estimated that an ongoing annual maintenance reserve of $12.5 to $19.9 million is required for the present school system. For the past two years, School Department officials responsible for ongoing maintenance have recommended an annual appropriation of $15 million. The State Board cannot identify with precision the appropriate level of alteration and repair funding for Boston; it can state with certainty that a failure to address the maintenance needs of the school system will impede the ongoing desegregation effort, and that the awarding of substantial school building assistance grants to a system that cannot maintain its physical plant on an ongoing basis would not be in the best interest of the Commonwealth of Massachusetts. For these reasons, the State Board has attached three conditions relating to maintenance to its endorsement of the UFP;

(1) that the maintenance budget of the Boston School Committee, currently funded at $6 million, will be permanently increased to $8 million - The $8 million figure is a product of negotiations among the Joint Planners, and represents an offer by

School Defendants to increase the current appropriation by a transfer of funds from the separate budget appropriated for general school purposes. As such, it represents no net increase in the overall level of current school appropriations in Boston; but in order to become a permanent addition to the maintenance appropriation, the approval of the Mayor and City Council are required.

(2) that there be a study of the long-term annual maintenance needs of the Boston Public Schools - Because estimates vary of the appropriate level of funding for annual maintenance of the Boston Public Schools, the State Board views the $2 million increase in (1) above as a first step toward adequately addressing maintenance needs, to be followed by a determination of the precise level of maintenance funding. The State Board has offered to share in the cost of such a study.

(3) that responsible Boston officials develop and implement a schedule of incremental appropriations to meet the maintenance needs identified in said study - In recognition of the fiscal constraints facing City and School Defendants, it should be stressed that this final condition neither dictates a specific schedule of future maintenance budget increases, nor specifies the source of additional funding. The condition does call for a commitment from City and School Defendants to address maintenance

needs in a responsible manner once the magnitude of the budgetary shortfall has been precisely identified.

Conclusion

The above comments are presented in the knowledge of the Court's announced intention to send the Joint Planners "back to the drawing board" for the purpose of producing a revised UFP that the Court will find more acceptable. The State Board feels that the UFP as presently drafted does not address all of the facilities needs of the Boston Public Schools; but within the fiscal limitations presented to the Joint Planners by City Defendants, and with the conditions attached to the UFP regarding maintenance, the UFP does provide a comprehensive approach to the facilities needs in Boston, including those needs relating to desegregation. For these reasons, the State Board feels that the Court should reconsider its rejection of the present UFP. To the extent that the Court seeks further planning and restructured commitments, and without waiving the jurisdictional issues it raised in 1976, the State Board offers these comments for the Court's consideration in anticipation of the Court's further directions to the Joint Planners.

Respectfully submitted,

MASSACHUSETTS BOARD AND
COMMISSIONER OF EDUCATION

By their attorneys,

Robert H. Blumenthal

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Joan Entmacher/RHB

Joan Entmacher
Assistant Attorney General
Department of the Attorney General
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(617) 727-1090

DATE: May 3, 1985

CERTIFICATE OF SERVICE

I hereby certify that service of the attached document was made on all parties to this action by mailing or hand-delivering copies of the same to all counsel listed below:

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Robert H. Blumenthal
Robert H. Blumental

DATE: May 3, 1985

UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN, et al.,
Plaintiffs

v.

JOHN A. NUCCI, et al.,
Defendants

Civil Action No. 72-911-G

CITY DEFENDANTS' OPPOSITION TO SCHOOL DEFENDANTS' MOTION FOR ORDER REGARDING FACILITIES

The City Defendants hereby oppose the School Defendants' motion for an order directing the City Defendants to take all steps necessary to permit the implementation of the projects identified in the March 27, 1985 Unified Facilities Plan for the fiscal year 1986 (UFP at page IIIB-2). In support of this opposition, the City Defendants state the following:

1. An order of the court is unnecessary because the City Defendants intend to voluntarily take the steps necessary to permit the implementation of the projects identified in the March 27, 1985 Unified Facilities Plan for the fiscal year 1986;
2. The court has neither the jurisdiction nor the authority to enter the requested order. This court does not have the jurisdiction or the authority to equalize school facilities. *Morgan v. McDonough*, 689 F.2d 265, 276 (1st Cir. 1982). However, since the City Defendants plan to voluntarily take the steps necessary to permit

the implementation of the projects identified in the March 27, 1985 UFP for fiscal year 1986, there is no need for this jurisdictional issue to be raised or litigated.

3. The School Defendants' motion is contrary to the provisions of the March 27, 1985 Unified Facilities Plan, which, with the exception of the maintenance issue, the School Defendants endorsed in every respect. The School Defendants' motion is contrary to the provisions of the Unified Facilities Plan because the plan in its introductory section specifically states that the Joint Planners intend to voluntarily implement the UFP. This language was included in the UFP so that the parties and the court could work together and be able to avoid litigating the issue of the extent of the court's jurisdiction and authority in this area.

CITY DEFENDANTS

By their attorney,

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UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN, et al.,
Plaintiffs

v.

JOHN A. NUCCI, et al.,
Defendants

Civil Action No. 72-911-G

CITY DEFENDANTS' MEMORANDUM ON THE COURT'S PRELIMINARY FINDINGS ON THE UFP

This memorandum is submitted in response to the court's preliminary findings on the Unified Facilities Plan (UFP) filed on March 27, 1985 and in response to certain comments made by the court during the hearings on the UFP. The purpose of this memorandum is to raise particular concerns the City Defendants have about the preliminary findings and the court's comments. Although this memorandum identifies the City Defendants' disagreement with some of the court's preliminary findings and comments, it should not be taken as a signal that the City Defendants are unwilling to continue to work with the court on the UFP. They are so willing. However, the City Defendants are very concerned that the court's order on the UFP may contain language and orders which may make a continuation of this cooperative effort impossible. The City Defendants believe this would be unnecessary and unfortunate. This memorandum identifies these areas of concern.

1. In its oral preliminary findings made on April 29, 1985, the court stated that this UFP was unconnected with desegregation except for the distant future. This preliminary finding appears to be based on the erroneous assumption that, since the UFP does not use the term desegregation in connection with the projects designated for years 1-3, the Joint Planners must not have considered desegregation in identifying these projects. This preliminary finding is clearly erroneous. Both Mr. Murray and Dr. Glenn testified that years 1-3 of the UFP addressed the issue of desegregation. Moreover, the UFP contains a process for years 4-10 which requires the Joint Planners to plan in accordance with desegregation principles.

The court's preliminary finding on this matter appears to have been influenced by the plaintiffs' insistence that painting and other types of repairs were required by desegregation law while the projects identified by the Joint Planners were not. Plaintiffs' position on this matter is misguided for several reasons. First, plaintiffs offered no legal authority or factual basis to support their contention that desegregation required the Joint Planners to paint before they fixed boilers and roofs. Second, the assumption that painting of schools is required by desegregation, while the replacement of old boilers and roofs is not, is legally and factually incorrect. Third, the plaintiffs' position is disingenuous. If the Joint Planners had scheduled painting in years 1-3 but had failed to address the important boiler and roof projects identified in years 1-3, plaintiffs would certainly be arguing that this omission somehow hinders or impedes desegregation. There is little doubt that under these circumstances plaintiffs would be arguing that what good is a paint job if a school's boiler breaks down or a roof caves in resulting in students not being able to go to school.

2. City Defendants are also concerned about the court's inquiry to Ms. Nee on what the City would have to do if it ordered the City to spend the money scheduled for the Latin schools on repairs at other school buildings. This concern was also triggered by the court's comments on April 25, 1985 that the limited funds for repairs at other buildings make it hard to accept $35 million for the Latin schools and that the projects scheduled for years 1-3 be done in year 1 with the projects now scheduled for years 4-6 being done concurrently. It is the City Defendants' position that an order either directing the City to spend the money designated for the Latin schools on other schools or forcing the City Defendants to alter the schedule on which all the Joint Planners have agreed is beyond the authority of this desegregation court. Although the court may have some good ideas on these matters, these are matters of educational policy

entrusted to local governmental officials and beyond the authority of this court.[1]

3. This same concern is also raised by the court's comments at the beginning of the UFP hearings that this court wants to eliminate inequalities in school facilities. Although this is a lofty and praiseworthy goal, it is beyond the power of this court. A desegregation court is under no obligation to make all schools of the same quality or mediocrity. Desegregation is not a mandate to equalize schools except insofar as the inequality reflects racial bias. Morgan v. McDonough, 689 F.2d 265, 276 (1st Cir. 1982). The record in the present case does not support a finding that whatever inequality in facilities which presently exists is a vestige of the past acts of intentional discrimination found in 1974. This is supported by the fact that the facility condition which was found to offend the Constitution in 1974 was not the condition of school facilities but rather the placement of school facilities and the

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[1] City Defendants are aware of their obligation under this court's injunction to seek leave of court before beginning the construction of any new school or expansion of any existing school, including either Latin school. See, Morgan v. Hennigan, 379 F.Supp. 410, 484 (D. Mass. 1974) (preliminary injunction); Morgan v. Kerrigan, C.A. 72-911-G (D. Mass. June 5, 1975) slip op. at 104 (permanent injunction). The City Defendants have neither begun the construction of a new Latin Academy nor the expansion of the Latin school. Moreover, neither project is presently scheduled in the UFP.

assignment of students to facilities with the intent to create one race schools. *Morgan v. Hennigan*, 379 F.Supp. 410, 415, 426-431, 470, 472-473, 479-484 (D. Mass. 1974).

4. The School Defendants and the State Board want the school departments maintenance budget increased. However, neither Joint Planner nor any other party has requested this court to order such an increase. Furthermore, the City Defendants agree with Dr. Glenn that the maintenance issue is not within the jurisdiction of this desegregation court. This is a matter governed by state law which the local elected officials are responsible for addressing.

CITY DEFENDANTS

By its Attorney

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UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

* * * * * * * * * * * * * * * *

TALLULAH MORGAN, ET AL.,

Plaintiffs,

v.

JOHN A. NUCCI, ET AL.,

Defendants.

* * * * * * * * * * * * * * * *

CIVIL ACTION
NO. 72-911-G

SCHOOL DEFENDANTS' SUPPLEMENTARY MEMORANDUM REGARDING UNIFIED FACILITIES PLAN

The School Defendants submit this supplementary memorandum regarding the proposed Unified Facilities Plan ("UFP"), jointly filed by the School, City and State Defendants. The School Defendants urge the Court to approve the implementation of the UFP and to order the City to comply with the conditions set by the State Board and endorsed by the School Committee. The School Defendants offer the following in support of such action by the Court.

1. The School Defendants urge the approval of the UFP because it represents a good faith effort on the part of the joint planners to address the critical facilities needs of the Boston Public Schools, to direct the process of selecting future projects in favor of those projects which will facilitate desegregation at particular schools, and to accomplish these tasks in a context of constantly shifting facilities needs and consistently limited municipal resources. It is by no means an

ideal solution. All parties recognize that the UFP does not make provision for every identifiable facilities need in the Boston Public Schools. Nor does it address even pressing needs as promptly as one would prefer in an ideal world. It is a compromise, a balance struck among a number of legitimately competing interests.

It is unfair to criticize the UFP for being a compromise. The Court ordered that the facilities plan be a joint filing. Even if that order originated in a joint stipulation, the Court has always had the option of directing one of the joint planners to file a plan, holding a hearing on that plan and entering appropriate orders. The Court's insistence on a joint filing made a compromise inevitable.

2. It is inaccurate to criticize the UFP for ignoring schools with desegregation needs for three years. During the first year, $2,765,000 (64% of the total allocated for the first year) is identified for schools in Roxbury, and $1,865,000 (43% of the total) is directed to projects for three schools with less than 20% white enrollment. Only 12% of the first year total is slated for schools with white enrollment greater than 25%. During the first three years district 8 will receive only $191,000 (1% of the three year total), in contrast to $545,000 and $794,000 (4% and 6%) for elementary schools alone in districts 4 and 5 respectively. It is true that the schools scheduled for capital expenditures for the first three years were selected primarily on the basis of urgency of need. However, the impact of those choices is entirely positive from a desegregation perspective.

3. The construction of a new Boston Latin Academy is the most pressing new construction need in the Boston Public Schools[1] and the UFP's identification of that project as a possible undertaking should pose no obstacle to approval of the Plan. Latin Academy is the only high school in the city without a building of its own. As the testimony at the hearing indicated, it is currently housed in a woefully inadequate building currently leased from the state, and the state is pressing for the return of its facility.

The School Defendants find objections on desegregation grounds to the Latin Academy project difficult to understand. Latin Academy is in fact majority non-white (37%B - 48%W - 15% OM in 1984-85). The percentage of minorities at Latin Academy has steadily increased since 1975. The entry grades at Latin Academy have substantially exceeded the court-ordered 35% floor on non-white enrollments in recent years. The school is a integrated one.

In addition, the State Board has not yet given its approval to the projects proposed for either Latin School or Latin Academy. Court approval of the UFP does not, therefore, constitute any final endorsement of these projects. Once the details of these projects are completed, the State Board will make a determination whether the projects are consistent with desegregation goals and are therefore eligible for state reimbursement at maximum rates.

/1/ Despite the uncertainty of the testimony at the hearing, current planning is premised on the location of the new Latin Academy facility on the same site as the existing Latin School.

Accordingly, the Court risks nothing from a desegregation perspective from approving the UFP in its current form.

4. The School Defendants also urge this Court to resolve the only dispute among the joint planners in favor of the position taken by the State Board and endorsed by the School Committee; and to order the City Defendants to approve a permanent $2 million increase in the alterations and repair ("A & R") budget. Such an order is within this Court's power since, under the circumstances presented here, the inadequacies of the A & R budget may well have an adverse impact on the desegregation process and because the impact of the requested order on the City of Boston is extremely modest.

Mr. Scagnoli's undisputed testimony at the hearing was that, in his view, the Boston Public Schools may be unable to open all of its schools in September 1985 without an A & R budget of at least $8 million, $2 million more than the current level./2/ The

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/2/ The City introduced testimony that the maintenance budget for non-school municipal buildings is less than the A & R budget even though there are a larger number of the former. However, the relevance of this testimony depends on facts not in evidence. For example, the relevant comparison is not between the number of buildings but rather between total school and non-school square footage. English High School requires considerably more maintenance than several police stations or fire houses. Nor did the City present evidence identifying whether the maintenance of facilities such as the Boston Public Library which, we understand, benefits from endowment income applied to maintenance, are included in the figures to which Ms. Nee testified. Nor did the City's witnesses testify that the municipal maintenance budget is adequate. Absent such clarification, there is not a sufficient basis for a judgment regarding the efficiency with which the A & R budget is utilized.

inability to open a school would upset the delicate balance currently being fashioned by the Department of Implementation in the course of making assignments. While the precise impact of a $2 million A & R shortfall has not been determined, under the present circumstances it would be imprudent to assume that it would be trivial.

In contrast, the burden of a permanent $2 million dollar increase in the A & R budget on the City is modest. First, the Mayor has it within his power to reduce the General School Purposes budget by whatever amount it adds to the A & R budget./3/ As a result, granting the requested relief does not legally oblige the City to spend *any* additional money for the public schools. Of course, the School Defendants believe that the impact of a $2 million cut in the General School Purposes budget would be so dramatic that the Mayor will be persuaded not to require such a cut. Nonetheless, the Court is being asked to *order* only an accounting maneuver.

Second, while the School Defendants recognize and applaud the City's apparent willingness to devote concededly scarce resources to capital projects in the Boston Public Schools, they

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/3/ As David Jones testified, the State Board's condition would *not* be satisfied simply by a budget transfer on the part of the School Committee from General School Purposes to A & R. A *permanent* increase in the latter is required and so action by the City is essential. The School Defendants believe that the Mayor, by submitting a $268 million General School Purposes recommendation, has in effect already *made* the $2 million transfer in light of the larger request submitted by the School Defendants.

are also cognizant of the real cost to the City of its commitment. The joint planners anticipate that at least most of the projects approved would qualify for 90% state reimbursement. This reimbursement applies to both principal and interest on funds borrowed by the City to finance these projects. Accordingly, the City's commitment of $69.7 million amounts, in real terms, to a commitment of municipal funds of approximately $7 million over ten years or approximately $700,000 per year, plus carrying changes. This sum, while significant, does not make a large dent in a municipal operating budget of over $435,000,000, exclusive of the School Department budget. Given the dire condition of the facilities in the Boston Public Schools, an additional $2 million per year to plug a few more holes in the dike does not strike the School Defendants as an unreasonable or excessive request.

5. The School Defendants urge the Court not to ignore the significant value of an agreement among the joint planners on virtually all matters contained in the UFP. Obviously, an agreement, however imperfect, can be implemented immediately upon Court approval. However, to the extent that the Court sends the planners "back to the drawing board," it can only be to cause an increase in the financial commitment of the City because the undisputed evidence is that the projects identified for the first three years must have priority and changes can come only by accelerating other projects so that they take place concurrently. The School Defendants do not know whether the City will challenge an order directing a greater expenditure of municipal funds. If

the City does mount such a challenge, the School Defendants are concerned that all facilities projects will be delayed. The School Defendants counsel the Court to hesitate before rejecting the UFP.

Respectfully submitted,

THE SCHOOL DEFENDANTS

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Dated:

L150/N
5/3/85

UNITED STATES DISTRICT COURT

DISTRICT OF MASSACHUSETTS

* * * * * * * *

TALLULAH MORGAN, ET ALS.,
Plaintiffs

v.

JOHN A. NUCCI, ET ALS.,
Defendants.

* * * * * * * *

CIVIL ACTION
NO. 72-911-G

Plaintiffs' Memorandum Concerning the School Defendants' Motion Regarding Emergency Repairs

At the recent hearings concerning the UFP, the first year alterations and repairs were represented to be of a crisis nature, bearing upon the fitness of buildings for use. The lack of availability of any of the affected buildings, whether due to the failure to make an essential repair or a delayed repair, would substantially interfere with the implementation [illegible] the desegregation plan. In addition, there is a past record of delay by the City in undertaking similar work. State's Second Monitoring Report, Vol. II, pp. 196-97; Third Monitoring Report, Vol. I, p. 99; Fourth Monitoring Report, Vol. II, p. 89. Therefore, it is proper for the court to enter the order sought by the Boston school defendants, without reaching the point raised by the mayoral defendants.

Respectfully submitted,

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UNITED STATES DISTRICT COURT
DISTRICT OF MASSACHUSETTS

5/7/[illegible]

TALLULAH MORGAN, et al.,
Plaintiffs

v.

JOHN A. NUCCI, et al.,
Defendants

Civil Action No. 72-911-G

CITY DEFENDANTS' MEMORANDUM IN RESPONSE TO SCHOOL DEFENDANTS' SUPPLEMENTARY MEMORANDUM REGARDING UNIFIED FACILITIES PLAN

This memorandum is submitted in response to the argument made by the School Defendants in their Supplementary Memorandum Regarding Unified Facilities Plan on the dispute over the School Departments' alteration and repair budget. In addition to the serious issues of authority and jurisdiction, the order requested by the School Defendants in their supplementary memorandum would be inappropriate for the following reasons:

1) The School Defendants have employed a back door tactic in order to obtain more money for their alteration and repair budget. At no time either before or during the hearings on the Unitied Facilities Plan did the School Defendants file a motion seeking such an increase. Although there was testimony on the maintenance budget during those hearings, that testimony was provided strictly for the

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informational purposes of the court.[1] The City Defendants were never presented with a motion seeking an increase in the alteration and repair budget and therefore did not consider that to be an issue before the court for resolution.[2] It is inappropriate for the School Defendants to after-the-fact seek a court order awarding them additional funding when they never sought such funding from the court in the appropriate manner.

2) The School Defendants' reliance on Mr. Scagnoli's testimony that the Boston Public Schools may not be able to open all of its schools in September 1985 without an additional two million dollars in the alteration and repair budget is misplaced. In the first place, Mr. Scagnoli never offered such testimony. This testimony was hearsay offered by Mr. Jones. Secondly, this hearsay testimony is highly suspect and unreliable. Although Mr. Scagnoli may have told Mr. Jones that more money was needed, the undisputed testimony was that neither Mr. Scagnoli nor Mr. Jones ever informed Ms. Nee or any of the other City Defendants of this

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[1] As the court indicated during the hearings, purported evidence was admitted because it may have contained some "good ideas", not because it necessarily related to an issue properly before the court or was admissible under the rules of evidence. This procedure during the UFP hearings was consistent with such a long standing practice in this case.

[2] Throughout the proceedings in this case, the court has repeatedly emphasized to the parties the need for an appropriate motion before the court will consider a matter.

purported situation. Joint Planners have a responsibility to plan jointly and not selectively. If this hearsay is actually true, it is hard to believe that neither a representative from the School Department nor a representative of the State Board ever brought this fact to the attention of any of the City Defendants during the planning process. This is especially true in light of the fact that both the School Department and the State Board want more money for their special and particular interest-schools. One would think that the inability to open all schools because of a shortfall in the alteration and repair budget would be an argument that would be made in favor of an increased allocation during the joint planning process. However, this contention was never presented to any of the City Defendants during the innumerable meetings the Joint Planners held on the UFP. It must be viewed as highly suspect. Under these peculiar circumstances, this highly suspect testimony is certainly not a sufficient factual basis for the court to exercise its questionable authority and jurisdiction in this area.

Moreover, if there is any validity to Mr. Scagnoli's hearsay, the remedy is not an order of the court but rather a reordering of priorities for the first year of the UFP by the Joint Planners. However, the City Defendants doubt that such a reordering will actually be necessary because they find it difficult to believe that the School Defendants and the State Board were so irresponsible in the joint planning process that they intentionally failed to identify school projects required to open schools in September 1985 in order to position the City Defendants during the hearings on the UFP. This would be gamesmanship of the worst sort. This type of gamesmanship has no place in this case and should be rejected by the court.

3) The School Defendants' argument that the court should order the additional funding since it would help the School Department and not constitute a burden on the City is misguided. The authority and jurisdiction of a desegregation court is not determined by a cost benefit analysis. Moreover, the simple fact is that the School Defendants have it within their power to allocate an additional $1.5 million dollars to the actual alteration and repair of school buildings. The undisputed testimony at the hearings was that at present the School Defendants use $1.5 million of the $6 million alteration and repair budget for personnel purposes. It was also undisputed at the hearings that it is within the power of the School Department to pay these personnel costs out of the general school purposes budget. If the School Defendants were to choose this course of action, that would allocate close to the additional $2 million dollars which the State Board is seeking for the alteration and repair budget. Since the School Defendants are only seeking "an accounting" from the court, the City Defendants suggest that the School Defendants undertake this accounting maneuver and thereby

both resolve this matter and devote the entire alteration and repair budget to its stated purpose--the alteration and repair of school buildings.[3]

It should also be emphasized that the Unified Facilities Plan itself will make the $6 million alteration and repair budget go much further than it has in recent years. The uncontradicted testimony was that in recent years the $6 million dollar alteration and repair budget had to be used for capital projects as well as maintenance since the City was unable to undertake bonding for capital projects in recent years. With the commencement of the Unified Facilities Plan, the alteration and repair budget will no longer be taxed for capital needs and will be able to be devoted to the maintenance requirements of the schools.

4) The School Defendants (and the plaintiffs) maintain, without any factual support, that a failure to increase the alteration and repair budget will hinder or impede desegregation. This position seems to stem from a belief that if school buildings look nice, desegregation will work but that if the buildings do not look nice, desegregation will be defeated. Although the argument has the appeal of simplicity,

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[3] The various "accounting maneuvers" suggested by the City Defendants and the School Defendants only serve to highlight the reasons for the court not intervening in this matter. Whether this court's authority and jurisdiction extend to ordering that the desegregation remedy mandates one accounting procedure or another is highly debatable. This is a matter governed by state law which is to be addressed by local elected officials.

it is wholly unproven. Assuming *arguendo* that the process of desegregation is not complete, is it incomplete because of the alteration and repair budget, or because parents believe that their children will not get a quality education in the Boston public schools, or because parents disapprove of the quality of teachers and administrators in the schools, or because parents for philosophical reasons do not want their children to be bused under an order of a court, or because parents fear for their children's safety in the Boston public schools? The list of possibilities is infinite. There is absolutely no evidence that desegregation would be furthered or at least not hindered if the alteration and repair budget was altered but the host of other variables which may arguably be impeding the desegregation process were not remedied. To the contrary, the evidence supports the conclusion that the improvement of school facilities is not a solution to many of the desegregation issues which the plaintiffs continue to raise. (See State Board Comments On Unified Facilities Plan at p. 10.)

5) Since the UFP does address desegregation and does not hinder or impede desegregation, the court should permit the joint planners to voluntarily implement the UFP.

CITY DEFENDANTS
By their attorney,

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UNITED STATES DISTRICT COURT

DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN ET AL.,
Plaintiffs,

v.

JOHN A. NUCCI ET AL.,
Defendants.

CIVIL ACTION
NO. 72-911-G

DOCKETED

ORDER

May 9, 1985

GARRITY, J.

Upon the motion of the school defendants and after hearing regarding the proposed Unified Facilities Plan ("UFP"), the projects identified on page III B-2 of the UFP for fiscal year 1986 are hereby approved without prejudice to possible additions. The parties are authorized to take all steps necessary to accomplish them.

It is not necessary to address the city defendants' objection concerning the court's authority to enter orders which require spending on facilities, since the city defendants have indicated their intention to proceed voluntarily. However, the court's authority to order improvements to facilities to enhance their desegregative potential has been established in this case and in the case law generally.

W. Arthur Garrity Jr.
United States District Judge

STAFF

I. ORDERS

The desegregation of faculty and administrative staff shall be implemented according to the standards contained in the orders of July 31, 1974; January 28, 1975; the amended Order of August 20, 1975; the Order of February 24, 1976; the Special Order of July 7, 1977; the Further Order of July 5, 1978; the Modification of January 27, 1981; the Conditional Order of June 2, 1981; the Bench Order of July 9, 1981; and the Memorandum and Order of November 26, 1984.

SUMMARY

These orders: (1) require the Boston schools to achieve and maintain at least 20% black teaching staff, and spell out some of the procedures to be used to attain this level; (2) require the Boston schools to achieve and maintain at least 20% black administrative staff in two categories (building level; district and central offices) and spell out some procedures, including a promotional rating system, to be used to attain this level; (3) require that the proportion of black teachers assigned to each school reflect approximately the proportion of black teachers in the system at that grade level (K-5, 6-8, 9-12); (4) require the Boston schools to adopt an affirmative action plan and actively to recruit black administrators and teachers until the level has reached 25%; (5) require the Boston schools to use their best efforts to increase the number of other minority teachers and administrators; (6) require the Boston schools to file annual personnel reports by position category and race. Certain modifications to these orders deal with maintaining the required levels of minority staffing during periods of staff reduction; (7) require modifications in the screening and rating process to delete some non-academic positions, to modify the representation on screening committee and to increase the percentage of other minority administrators.

FINDINGS

Despite a considerable number of new appointments during this monitoring period, the percentage of black teachers increased only .62%, and of other minority teachers .21%. The number of black teachers increased from 870 to 922 (up 52), of other minority teachers from 351 to 386 (up 35), and of white teachers from 2951 to 3111 (up 160). In other words, approximately two white teachers were hired for every one black or other minority teacher. While the mandatory 20% level of black teachers has been maintained, little progress has been made towards the goal of 25%, and there were, for the first time in several years, real opportunities for such progress.

Further, in terms of desegregation of staff at individual schools, the findings indicate that one elementary school (Baldwin), one middle school (Taft) and one high school (Boston Latin) are below the minimum required percentage of black staff.

Additionally, there are two middle schools very close to the required limits: the Michelangelo, which has barely enough black staff, and the Thompson, which has barely enough non-black staff.

The percentage of black administrators in Category I (principals) has increased slightly from 23.58 to 23.77; the percentage of black administrators on Category II (district and central office staff) has also increased slightly, from 23.80 to 24.21. (See table.)

The percentage of other minority administrators in Category I increased from 4.88 to 4.92; the percentage of other minority administrators in Category II decreased from 7.02 to 7.01. (See table.)

Due in part to a court-approved simplified promotional rating system for acting appointments, Boston has taken major steps to decrease the number of such appointments. Specifically, 130 department heads have been rated and are pending appointment.

The promotional rating system for new vacancies has also been used during this monitoring period. Since September 1984, (and not previously reported) 62 ratings have been scheduled, and 10 more have been advertised but not yet scheduled. Of the 62, 15 have been cancelled or voided (lack of candidates or lack of funding); 13 are in process; 33 are on hold while searches continue for additional minority candidates; and one appointment has been made.

CONCLUSIONS/RECOMMENDATIONS

After five monitoring reports covering two-and-one-half years, trends and consistencies in the data become apparent. In the area of staffing, there are two such trends: first, in filling administrative vacancies, Boston has made real progress in increasing the numbers and percentages of black and other minority administrators in both categories, and is approaching the affirmative action goals set for it by the Court. Second, in filling teacher vacancies, Boston has barely maintained the minimum requirements set by the Court, and has made no progress toward the affirmative action goals.

The progress in administrative staff integration has been made despite a scarcity of applicants, certification problems, union disputes, an elaborate screening and rating procedure, and only minimal resources for recruiting. The results appear to indicate a real and commendable commitment on Boston's part to the hiring of minority administrators. The fact that some administrative units are still not integrated is less important than the general progress.

The integration of the teaching staff, by contrast, has stalled. Many of the reasons given to the monitors for this lack of progress are the same as those overcome by Boston in hiring administrators: e.g., lack of qualified applicants, union contracts, lack of recruitment efforts. The results indicate a significant lack of commitment to affirmative action. The monitors have been told, for example, that because the hiring process is so lengthy and confusing, qualified minority applicants recruited by the system have given up and taken other jobs. One reason cited for this delay in hiring is the reinclusion of the original recall roster in the most recent contract with the teachers union (BTU): each qualified person on that roster must be given a chance to refuse a job before it is offered to a new applicant. By the time calls have been made to all the candidates on the roster, the new minority candidates have lost patience.

It is important to emphasize the barriers to achieving affirmative action goals in the teaching staff. To those already mentioned should be added the city of Boston's residency requirement, competition from other systems for qualified minority teachers, an increasing general shortage of teachers, and a practice in Boston of promoting minority teachers to administrative positions. These are not barriers which are easy to overcome, but the monitors have seen very little evidence that any significant efforts have been made. Without any such evidence, and without any convincing results, one must conclude that Boston is content to disregard the Court's affirmative action goals, its own affirmative action plan, and the fact that it remains a largely non-white system with a largely white teaching staff.

Recommendation. Boston refers to a "new policy to advertise widely in newspapers all promotionally rated positions" (memo from M. Monteiro to N. Stein, 4/30/85). Such a policy should be adopted immediately for all teacher vacancies. A similar recommendation was included in the last monitoring report but has apparently not been adopted. The Boston schools should therefore immediately 1) make the recruitment of black and other minority teachers a major priority 2) fund and undertake extensive and aggressive teacher recruitment efforts, and 3) make every effort necessary to retain currently employed black and minority teachers.

Even though the increased use of the promotional rating system has not yet produced a significant number of new black and minority administrative appointments, it appears that real progress is being made and that additional recruitment efforts are under way. The Boston schools are to be commended for this effort.

PERCENTAGE OF BLACK AND OTHER MINORITY TEACHERS AND ADMINISTRATORS

	#1 (6/83)	#2 (2/84)	#3 (7/84)	#4 (2/85)	Current Finding
Teachers					
Black	20.46	20.30	20.85	20.24	20.86
Other	8.25	8.54	8.42	8.53	8.74
Category I Administration					
Black	21.14	21.14	22.76	23.58	23.77
Other	1.63	2.44	3.25	4.88	4.92
Category II Administration					
Black	21.76	not monitored	24.44	23.80	24.21
Other	4.01	not monitored	5.72	7.02	7.01

BOSTON DESEGREGATION REPORT #5
STAFF
VOLUME II ATTACHMENT

1. Tallulah Morgan, et al, Plaintiff v. Rita Walsh-Tomasini, et al, Defendant (Civil Action No. 72-911-G), Memorandum and Order on Administrator Screening and Rating Procedures,, November 26, 1984.
2. Number and Percent of White, Black, and Other Minority Teachers, March 15, 1985.
3. Number and Percent of White, Black and Other Minority Administrators, March 15, 1985.
4. Memorandum from Manual Monteiro to Nan Stein, April 29, 1985, including a list of promotional ratings.
5. Memorandum from Thomas Hehir to Vic McInnis,April 29, 1985.
6. Letter from James F. Walsh to James Case, May 1, 1985, with attachment.
7. Percent of Black Staff, by School, Boston Public Schools, May, 1985.

UNITED STATES DISTRICT COURT

DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN ET AL.,
Plaintiffs,

v.

RITA WALSH-TOMASINI ET AL.,
Defendants.

CIVIL ACTION
NO. 72-911-G

MEMORANDUM AND ORDER ON ADMINISTRATOR SCREENING AND RATING PROCEDURES

November 26, 1984

GARRITY, J.

Upon consideration of the "School Defendants' Motion to Modify Administrator Rating and Screening Procedures" filed October 11, 1984 with the consent of the plaintiffs and plaintiff-intervenor, and the comments of Boston Teachers Union filed October 19, 1984, and after hearing on October 26, 1984, it is ORDERED that the school defendants' proposal, to the extent that it is contained in a memorandum from Equal Opportunity Senior Officer Barbara E. Fields to Superintendent Spillane dated August 29, 1984 ("Fields memorandum") as amended by a memorandum from Spillane to the Boston School Committee dated September 21, 1984, and as further amended by the provisions of this order, be adopted as an order of the court.

The proposal of the school defendants is hereby modified in the following manner:

(1) The number of "non-academic" positions exempted in Section A of the Fields memorandum from the screening and rating process shall be reduced by deleting from that category those listed as "(b) Facilities Management and Food Services and (c) Transportation and Records Management Units in the Department of Implementation." These positions shall be included in the list of positions on page 6 of the Fields memorandum which are subject to the full screening and rating process and shall in all ways be treated identically with comparable "academic" positions.

(2) The number of teachers on both the School-Based Screening Committee and the Central/District Screening Committee, as shown on page 9 of the Fields memorandum, shall be increased from one to two. The teachers shall be selected by the Boston Teachers Union ("BTU") in such a way as to enhance the racial composition of the Screening Committee.

(3) The headmaster or principal position on the School-Based Committee shall be filled by a person selected by the Boston Association of School Administrators and Supervisors in such a way as to enhance the racial composition of the Screening Committee.

(4) Add the following on page 5, at the end of the first full paragraph:

> In order to attain this goal the appointment of Other Minorities will be made at the rate of at least one out of three. If this goal cannot be reached by January 1986, the one to three hiring ratio will continue until the goal has been met.

The first modification, concerning the elimination of the exemption for certain "non-academic" positions is necessary to preserve open parent and community participation in the selection of administrators whose responsibilities, contrary to the assertions of the school defendants, substantially and directly affect the quality and equality of services to the students in the Boston public schools. Conversely, the relatively small number of positions hereby added to the process will not significantly increase the likelihood of a recurrence of a backlog in the future.

The second modification concerning the number of teachers on the committees was urged by the Boston Teachers Union. The court agrees that two teacher-members are necessary to preserve the balance of representation among the various parties which has existed since the court adopted the "Leftwich Plan" by its order of February 24, 1976. The third modification merely incorporates an uncontested clarification of the proposal to which the parties agreed in open court.

The final modification represents the first and third sentences of the amendment proposed in the second memorandum from Fields to Spillane dated September 21, 1984, to which no party has objected. The BTU objected to the adoption of the second sentence of the second Fields memorandum concerning the maintenance of the percentage of other minority administrators in the event of layoffs as being unsupported by findings of discrimination against other minorities and therefore impermissible under the holding of Firefighters Local #1784 v. Stotts, 1984, 104 S.Ct. 2576. Accordingly, as stated in open court, a decision on this issue will be deferred until the court can consider the arguments and offer of proof to be submitted by the Boston Teachers Union pursuant to a separate order issued concurrently herewith.

W. Arthur Garrity Jr.
United States District Judge

UNITED STATES DISTRICT COURT

DISTRICT OF MASSACHUSETTS

TALLULAH MORGAN ET AL.,
Plaintiffs,

v.

CIVIL ACTION
NO. 72-911-G

RITA WALSH-TOMASINI ET AL.,
Defendants.

PROCEDURAL ORDER

November 26, 1984

GARRITY, J.

The Boston Teachers Union ("BTU") has objected to an amendment to the modifications of the administrator screening and rating procedure proposed by the school defendants, which would require that "[i]f there is a reduction in force or layoffs, the percentage [of administrative positions held by other minorities] attained will be maintained." At the hearing the BTU requested that it be allowed to offer evidence and argue that the proposed amendment is prohibited by the Supreme Court's recent decision in Firefighters Local #1784 v. Stotts, 1984, 104 S.Ct. 2576.

Therefore it is ordered that the BTU make an offer of proof by way of affidavits and exhibits and submit a brief in support of its objection on or before December 5, 1984. Other parties may respond on or before December 19, 1984.

United States District Judge

1. NUMBER AND PERCENT OF WHITE, BLACK AND OTHER MINORITY TEACHERS IN REGULAR, VOCATIONAL, SPECIAL, AND BILINGUAL EDUCATION

	REGULAR EDUCATION **				VOCATIONAL EDUCATION				SPECIAL EDUCATION **				BILINGUAL EDUCATION				TOTAL TEACHERS			
YEAR	Total Teachers	White Teachers	Black Teachers	Other Teachers	Total Teachers	White Teachers	Black Teachers	Other Teachers	Total Teachers	White Teachers	Black Teachers	Other Teachers	Total Teachers	White Teachers	Black Teachers	Other Teachers	Total Teachers	White Teachers	Black Teachers	Other Teachers
1981 - 1982	2885	2282	566	34	160	113	33	14	927	643	219	65	364	132	36	196	4336	3170	854	312
Percentages	100	79.10	19.62	1.28	100	70.62	20.63	8.75	100	69.36	23.63	7.01	100	36.26	9.89	53.85	100	73.11	19.70	7.19
1982 - 1983	2636	2021	568	47	146	99	32	15	908	680	177	51	406	120	61	225	4096	2920	838	338
Percentages	100	76.67	21.55	1.78	100	67.81	21.92	10.27	100	74.89	19.49	5.62	100	29.56	15.02	55.42	100	71.29	20.46	8.25
1983 - 1984	2726	2083	590	53	144	95	36	13	879	645	176	58	423	128	68	227	4172	2951	870	351
Percentages	100	76.41	21.64	1.95	100	65.97	25.00	9.03	100	73.38	20.02	6.60	100	30.26	16.08	53.66	100	70.73	20.85	8.42
1984 - 1985	2889	2196	633	60	148	99	41	8	935	692	176	67	447	124	72	251	4419	3111	922	386
Percentages	100	76.01	21.91	2.08	100	66.89	27.70	5.41	100	74.01	18.82	7.17	100	27.74	16.11	56.15	100	70.40	20.86	8.74

** Includes those who were listed under "Special Schools" and "Itinerant Teachers"

404

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ADMINISTRATORS

CATEGORY I

TITLE	NUMBER				PERCENT		
	B	W	O	T	B%	W%	O%
Headmaster/Principal	29	87	6	122	23.77	71.31	4.92

CATEGORY II - BY LOCATION

	NUMBER				PERCENT		
	B	W	O	T	B%	W%	O%
Central Administration	56	144	21	221	25.34	65.16	9.50
Offices of the Community Superintendents	8	13	0	21	38.10	61.90	0
School Facilities	86	266	23	375	22.93	70.94	6.13
TOTAL	150	423	44	617	24.31	68.56	7.13

CATEGORY II - BY TITLE

TITLE	B	W	O	T	B%	W%	O%
Superintendent	0	1	0	1	0	100	0
Deputy Superintendent	1	2	0	3	33.33	66.67	0
Senior Officer	1	2	0	3	33.33	66.67	0
xecutive Administrative Assistant	1	3	0	4	25.00	75.00	0
enior Administrative/Administrative Assistant	8	9	3	20	40.00	45.00	15.00
edia/Special Assistant	0	2	0	2	0	100	0
xecutive Director	1	0	0	1	100	0	0
enior Advisor	1	8	0	9	11.11	88.89	0
ssociate Director	0	1	0	1	0	100	0
ssistant Director	3	11	0	14	21.43	78.57	0
roject/Program Director enior Project/Program Director	9	15	0	24	37.50	62.50	0
taff Assistant	0	1	0	1	0	100	0

CATEGORY II - BY TITLE

TITLE	B	W	O	T	B%	W%	O%
coordinator-Safety/Clinical/Junior/Senior	18	34	2	54	33.33	62.97	3.70
Supervisor	0	1	0	1	0	100	0
ecialist - Junior/Senior/Personnel	6	9	11	26	23.08	34.61	42.31
Officer	6	6	1	13	46.15	46.15	7.70
Investigative Counselor	1	1	0	2	50.00	50.00	0
Manager/Senior Manager	2	4	1	7	28.57	57.14	14.29
Assistant/Associate Manager	1	7	0	8	12.50	87.50	0
Analyst-Junior/Senior	2	8	2	12	16.67	66.66	16.67
Project/Unit Leader	2	6	0	8	25.00	75.00	0
Budget/Security Chief	0	2	0	2	0	100	0
Evaluation/Systems Specialist	0	2	0	2	0	100	0
Chief/Senior Engineer	0	3	0	3	0	100	0
Senior Curriculum Advisor	1	1	0	2	50.00	50.00	0
ansitional Associate/Assistant	0	3	0	3	0	100	0
eral/Assistant General Counsel	1	4	0	5	20.00	80.00	0
Program Advisor	4	12	1	17	23.53	70.59	5.88
Special Education Monitor	0	1	0	1	0	100	0
Director	1	10	0	11	9.09	90.91	0
sistant Program/Project Director	4	6	0	10	40.00	60.00	0
nt-Referral and Assessment/Business	1	1	0	2	50.00	50.00	0
Staff Attorney	1	1	0	2	50.00	50.00	0
Community Superintendent	3	6	0	9	33.33	66.67	0

CATEGORY II - BY TITLE

	NUMBER				PERCENT		
TITLE	B	W	O	T	B%	W%	O%
Assistant Headmaster	14	24	2	40	35.00	60.00	5.00
Department Head	18	83	5	106	16.98	78.30	4.72
Guidance Counselor	22	32	8	62	35.48	51.62	12.90
Registrar	0	16	0	16	0	100	0
Development Officer	5	11	0	16	31.25	68.75	0
Assistant Principal	7	53	6	66	10.61	80.30	9.09
Teacher-in-Charge	0	1	0	1	0	100	0
Cluster Administrator	1	6	0	7	14.29	85.71	0
Director of Instruction	4	14	2	20	20.00	70.00	10.00
TOTALS	150	423	44	617	24.31	68.56	7.13

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF PERSONNEL AND LABOR RELATIONS
MANUEL P. MONTEIRO

April 29, 1985

MEMORANDUM

To: Nan Stein,
Massachusetts Department of Education

FROM: Manuel Monteiro, Senior Manager
Department of Personnel and Labor Relations

SUBJECT: Promotional Ratings, September, 1984 - April 30, 1985

The attached list shows promotional ratings initiated and carried through by the Recruitment and Evaluation Unit. In several instances ratings were cancelled for reasons such as inadequate pools of qualified candidates, lack of minority candidates, etc. However, in every case, (with the exception of two) the Recruitment and Evaluation Unit completed all phases of each promotional rating up through the evaluation of credentials and determination of eligibility.

Despite the focus on recruitment efforts some ratings were not consummated i.e., persons were not appointed to positions. Hopefully, the school department's new policy to advertise widely in newspapers all promotionally rated positions and even greater recruitment efforts will result in larger pools of qualified candidates.

During the last few months the Recruitment and Evaluation Unit initiated the U. S. District Court approved procedures for effecting one-time conversions of incumbents to permanent status. Two hundred and sixty-seven (267) names of incumbents were considered. One hundred and thirty-one (131) were declared eligible and are now being screened by Responsibility Center Managers and appropriate panels of parents.

rt
cc Dr. James Walsh

26 COURT STREET, BOSTON, MASSACHUSETTS 02108 • 726-6600. Ext. 5642 AREA 617

PROMOTIONAL RATINGS

SINCE SEPTEMBER, 1984

NAME OF POSITION	STATUS (as of April 29, 1985)	
Health Ed Coordinator	Completed - names of finalists sent to Superintendent	✓
Asstistant Business Manager, Expenditures	*	
Senior Program Director - Computer Technology Development	Completed - names of finalists sent to Superintendent 4/29/85	✓
Department of Student Support Services	Voided - to be rerated	
Coordinator IMPACT II Teacher Networking Program	Completed - sent to chairperson of Screening Committee 4/29/85	✓
Teacher Specialist - Elementary Physical Education	Completed - sent to chairperson of Screening Committee	✓
Alt. School Coordinator Home Based Program	Completed - names of finalists sent to Superintendent	✓
Project Director, Alt. Programs	Completed - sent to chairperson of Screening Committee 4/29/85	✓
Materials Support Specialist/Teaching	Rating cancelled (only one candidate)	
Cluster Program Clinical Coordinator	Rating cancelled	
Senior Coordinator - Cluster Program (6)	Rating cancelled	
Program Director/Social Studies	Completed - person appointed to position	✓
Junior Specialist - School-Based Management	Rating Cancelled - no eligible candidates applied	
Coordinator, External Grants	Completed - but further recruitment efforts in progress because of lack of minority candidates	✓ +
Senior Coordinator, External Grants	Completed - sent to chairperson 4/12/84	✓
Coordinator (2) Bilingual/Multi-Educational	Completed - sent to chairperson	✓

*RATING COMPLETED BUT ADDITIONAL RECRUITMENT EFFORTS ARE UNDERWAY

NAME OF POSITION	STATUS (as of April 29, 1985)	
Occupational Development Specialist	Completed - sent to chairperson of Screening Committee but later cancelled due to budgeting restrictions	✓✗
Administrative Assistant/Bilingual Ch 636	Voided - Insufficient number of applicants	
Personnel Specialist	Completed - sent to chairperson of Screening Committee Screening Committee to meet on May 3, 1985.	✓
Senior Manager, Personnel & Labor Relations	Completed - but further recruitment efforts in progress because of lack of minority candidates	✓✗
Junior Coordinator School-Based Management	Completed - eligible candidates being reviewed by OEO	✓
Lau Coordinator For Testing/Compliance	*	✓✗
Assistant Program Director/Music Field Support Services	Completed - but additional recruitment efforts in progress due to insufficient minority candidates	✓✗
Project Director, Title VII	*	✓✗
Principal, Middle & Elementary (13 positions)	*	✓✗
Headmaster (3 positions)	*	✓✗
Analyst-Psychometrics	*	✓✗
Assistant Manager, Devlopment Unit Leader Information Center Project Leader (2)	Rating cancelled - insufficient candidates	
Assistant Program Director - McKinley School	*	✓✗
Junior Coordinator, Food Services	*	✓✗
Junior Specialist - Accounting & Audit	*	✓✗
Junior Specialist - Ch. 636 Office	*	✓✗
Junior Specialist - Facilities	*	✓✗

*RATING COMPLETED BUT ADDITIONAL RECRUITMENT EFFORTS ARE UNDERWAY

NAME OF POSITION	STATUS (as of April 29, 1985)	
Headmaster - Humphrey ORC	Completed - sent to chairperson of Screening Committee 4/29/85	✓
Pupil Adjustment Counselor	*	✓ k
Senior Advisor/High School	*.	✓ k
Specialist - Title VII	Completed - sent to chairperson of Screening Committee 4/29/85	✓
Junior Recruitment Specialist	Completed - sent to chairperson of Screening Committee 4/29/85	✓
Analyst, Junior Analyst	*.	✓ k
Athletic Trainer - Citywide	No application - to be advertised	
Assistant Manager, Day Field Operations	*	✓ k
Community Superintendent (5 positions)	Credentials due 5/3/85	
Administrative Assistant to Community Superintendent (5 positions)	Credentials due 5/3/85	

*RATING COMPLETED BUT ADDITIONAL RECRUITMENT EFFORTS ARE UNDERWAY

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
STUDENT SUPPORT SERVICES

TO: Vic McInnis, Unit Leader
Recruiting and Evaluation

FROM: Thomas Hehir, Manager
Special Education

DATE: April 29, 1985

SUBJ: Clinical Coordinator and Sr. Coordinator Positions

The promotional rating for these positions should not go forward for the following reasons:

(1) Clinical Coordinators

These positions have been determined to be B.T.U. positions through negotiations between the School Committee, B.T.U. and BASAS. Therefore, they are not subject to promotional ratings.

(2) Senior Coordinators

The collective bargaining unit determination for these positions are currently being determined by L.R.C. Testimony has finished. Both BASAS and the B.T.U. are claiming the positions. In addition, five out of six of the current positions are being processed through the expedited process. Therefore, the promotional rating for the vacancy should not occur until the collective bargaining unit is established. Also, it should be noted that we anticipate the establishment of 2 (two) additional Senior Coordinator positions in September. These will be posted when there is a budget commitment.

Thank you for your attention to this matter.

cc: Kenneth Caldwell

26 COURT STREET • BOSTON, MASSACHUSETTS 02108 • 726-6200 AREA 617

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
OFFICE OF THE DEPUTY SUPERINTENDENT
FINANCE AND ADMINISTRATION
JAMES F. WALSH

May 1, 1985

Dr. James Case
1385 Hancock Street
Quincy, MA 02169

Dear ~~Dr. Case:~~ Jim

Pursuant to a verbal request for additional information from Nan Stein to Manuel Monteiro, I am providing you with a further update on the implementation of the conversion of administrators serving in acting capacities to permanent status.

Attached you will find a compilation of the number of individuals who are eligible or ineligible for conversion pursuant to the criteria established in the modified orders. Those who are eligible are currently awaiting final (joint) recommendation from the responsibility center manager and the appropriate parent panel. Individuals ineligible for conversion did not meet one or more of the established criteria i.e., position was not posted, individual does not meet stated qualifications for the position, individual was not recommended by the responsible administrator, or the individual was not included in the March 15, 1985 Court Report.

Since my communication of November 7, 1984 on the subject, the Labor Relations Commission has certified Department Heads to be included in the BASAS bargaining unit. Development Officers and Registrars continue to be subject to the legal proceedings before the LRC. At this time, the School Department has made a decision to proceed with the conversion of Development Officers and to hold the Registrars pending further recruitment efforts.

I will be pleased to respond to any questions you may have.

Very truly yours,

Jim

James F. Walsh
Deputy Superintendent
Finance and Administration

JFW/k

Attachment

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ACADEMIC/SCHOOL BASED	YES	NO
Guidance Counselor	1	8
Department Head	63	26
Development Officer	13	3
Registrar		14
Sr./Cl. Coordinator	10	1
Administrative Assistant		1
Job Supervisor		2
Teaching In Chg.		1
Senior Program Director		3
Asst. Sr. Program Director	4	1
Program Advisor	1	
TOTAL	92	60

CENTRAL-ACADEMIC

Senior Program Director (Compact)		1
Coordinator "		1
Senior Program Director (Oper/SIP)		1
Director of ATT (Oper.)		1
Asst. Mgt/Field Operator (Oper/Fac/Mgt)		1
Asst. Manager (Oper./Fac. Mgt)		1
Specialist (Oper./Fac. Mgt)		1
Project Director " "		2
Ch. Str. Engineer " "		
Sr. Str. Engineer " "		
Sr. Engineer " "		1
Safety Chief (Oper/Safety)	1	
Coord. of Inv. & Discip (Oper/Safety)	1	1
Administrative Assistant	1	1
Sr. Safety Coordinator (Oper/Safety)		1
Assistant Director, Ch. I (Curr.)		5
Senior Coordinator (Curr/I.P.D.)		1
Coordinator " "		2
Sr. Cur. Advisor " "		1
Prog. Dir. - Gifted " "		1
Prog Dir-Elem Rd/Lang Arts(Curr/Instr)	1	
Asst. Prog. Dir.-Music "		1
-Media "		2
-Arts "		1
Coord.-Swimming "		1
Bil. Coordinator "	2	
Adm. Asst. - Bil. "	1	
Jr. Specialist "	1	
Lau Specialist "	1	
Evaluation Spec. (Curr/Test)		1
Junior Analyst "		1
Director (Adult Education)		1
Coord. Superv. " "		1
Staff Asst. (St. Sup. Serv.)		1
Sp. Ed. Monitor " "		1
Project Director " "		1
Program Director/Occ (HHORC)	1	

CENTRAL ACADEMIC (Continued)	YES	NO
Manager (Student Support Services)		1
Program Advisor " "		18
Transitional Assoc. (Ed & Emp)		3
Coord. of Urban Retrofit "	1	
Monitoring Inf. Spec. (Impl.)	1	
Inf. Officer (IMD) "	1	
Oper. Assign Coord. "	1	
Assign/Tran. Spec. "	2	
Dir. - Transportation "	1	
Trans. Officer "	5	
Dir - Rec. Mgt "	1	
Systems Analyst "	1	
Program Analyst "	1	
Data Cont. Spec. "	1	
Community Supt. (Dist. I, II, IV)		3
Adm. Assistant (Dist. I,II,III,V,IX)		5
Proj. Dir.-Stud. Lead (Dist. V,IX)		1
School Psych.	1	
Pupil Adj. Couns.	2	2
Sup. of Att. (Dist. IX)		2
TOTAL	32	68

NON-ACADEMIC	YES	NO
Sr. Prog. Dir. F&A/SBM		1
Assist. Bus. Manager(FYA/Bus. Mgr.)		1
Coordinator " "		3
Manager F&A/ISD	1	
Project Leader "		1
Unit Leader "	2	1
Analyst "	2	1
Senior Coordinator "		4
Unit Leader (F&A/PERS)	1	2
Specialist "		1
Senior Specialist "		1
Junior Specialist "		2
Business Agent	1	
TOTAL	6	24

ACADEMIC/SCHOOL BASED	YES	NO
Guidance Counselor	1	8
Department Head	63	26
Development Officer	13	3
Registrar		14
Sr./Cl. Coordinator	10	1
Administrative Assistant		1
Job Supervisor		2
Teaching In Chg.		1
Senior Program Director		3
Asst. Sr. Program Director	4	1
Program Advisor	1	—
TOTAL	92	60

CENTRAL-ACADEMIC

Senior Program Director (Compact)		1
Coordinator "		1
Senior Program Director (Oper/SIP)		1
Director of ATT (Oper.)		1
Asst. Mgt/Field Operator (Oper/Fac/Mgt)		1
Asst. Manager (Oper./Fac. Mgt)		1
Specialist (Oper./Fac. Mgt)		1
Project Director " "		2
Ch. Str. Engineer " "		
Sr. Str. Engineer " "		
Sr. Engineer " "		1
Safety Chief (Oper/Safety)	1	
Coord. of Inv. & Discip (Oper/Safety)	1	1
Administrative Assistant	1	1
Sr. Safety Coordinator (Oper/Safety)		1
Assistant Director, Ch. I (Curr.)		5
Senior Coordinator (Curr/I.P.D.)		1
Coordinator " "		2
Sr. Cur. Advisor " "		1
Prog. Dir. - Gifted " "		1
Prog Dir-Elem Rd/Lang Arts(Curr/Instr)	1	
Asst. Prog. Dir.-Music "		1
-Media "		2
-Arts "		1
Coord.-Swimming "		1
Bil. Coordinator "	2	
Adm. Asst. - Bil. "	1	
Jr. Specialist "	1	
Lau Specialist "	1	
Evaluation Spec. (Curr/Test)		1
Junior Analyst "		1
Director (Adult Education)		1
Coord. Superv. " "		1
Staff Asst. (St. Sup. Serv.)		1
Sp. Ed. Monitor " "		1
Project Director " "		1
Program Director/Occ (HHORC)	1	

CENTRAL ACADEMIC (Continued)	YES	NO
Manager (Student Support Services)		1
Program Advisor " "		18
Transitional Assoc. (Ed & Emp)		3
Coord. of Urban Retrofit "	1	
Monitoring Inf. Spec. (Impl.)	1	
Inf. Officer (IMD) "	1	
Oper. Assign Coord. "	1	
Assign/Tran. Spec. "	2	
Dir. - Transportation "	1	
Trans. Officer "	5	
Dir - Rec. Mgt "	1	
Systems Analyst "	1	
Program Analyst "	1	
Data Cont. Spec. "	1	
Community Supt. (Dist. I, II, IV)		3
Adm. Assistant (Dist. I,II,III,V,IX)		5
Proj. Dir.-Stud. Lead (Dist. V,IX)		1
School Psych.	1	
Pupil Adj. Couns.	2	2
Sup. of Att. (Dist. IX)		2
TOTAL	32	68

NON-ACADEMIC	YES	NO
Sr. Prog. Dir. F&A/SBM		1
Assist. Bus. Manager(FYA/Bus. Mgr.)		1
Coordinator " "		3
Manager F&A/ISD	1	
Project Leader "		1
Unit Leader "	2	1
Analyst "	2	1
Senior Coordinator "		4
Unit Leader (F&A/PERS)	1	2
Specialist "		1
Senior Specialist "		1
Junior Specialist "		2
Business Agent	1	
TOTAL	6	24

1984 1985

MIDDLE SCHOOLS

RACIAL PERCENTAGE AS OF MARCH 15, 1985

Maximum - 52.10%
Middle - 26.05%
Minimum - 13.03%

R.C.	SCHOOL	TOTAL	BLACK	PERCENTAGE
504	Barnes	49	8	16.3
508	Cheverus	12	3	25
510	Cleveland	77	16	21
513	Curley, M. E.	60	17	28.3
516	Dearborn	42.5	18	42.3
519	Edison	46	7	15.2
522	Edwards	47	8	17
525	Gavin	42.5	8	19
528	Holmes	30	9	30
531	Irving	60	10	17.6
534	King, M. L.	47	17	36
537	Lewenberg	36	14	39
540	Lewis	22	7	32
543	Mackey	36	11	30.5
549	McCormack	50	8	16
552	Michelangelo	22	3	13.6
555	Rogers	40	6	15
558	Roosevelt, T.	22	6	27.2
561	Shaw, R. G.	29	5	17.2
564	Taft	47	6	12.7
567	Thompson	29	15	51
570	Timilty	39	13	33.3
573	Wilson	51	13	25.4
546	Wheatley	32	12	37.5

1984 - 1985

HIGH SCHOOLS

RACIAL PERCENTAGE AS OF MARCH 15, 1985

Maximum - 39.08%
Middle - 19.54%
Minimum - 9.77%

R.C.	SCHOOL	TOTAL	BLACK	PERCENTAGE
609	Boston High	46	7	15.2
612	Boston Latin School	103	8	7.7
615	Boston Latin Academy	62	9	14.5
618	Boston Technical	64	10	15.6
624	Brighton High	69	11	16
627	J. E. Burke	55	15	27.2
630	Charlestown High	76	10	13.1
633	Copley Square High	32	6	18.7
636	Dorchester High	74	9	12.1
641	East Boston High	60	11	18.3
644	English High	107	23	21.4
651	Hyde Park High	66	10	15.1
654	Jamaica Plain High	60	15	25
657	Madison Park High	125	43	34.4
669	South Boston High	64	13	20.3
672	Mario Umana High	61	9	14.7
675	West Roxbury High	78	9	11.5
110	A.C.C.	10	1	10
125	H.H.H.O.R.C.	112	34	30.3

TRANSPORTATION

ORDER MAY 10, 1975, PP. 80-83

SUMMARY

The May 10, 1975 Order includes general remarks about the provision of transportation. These remarks are more in the nature of an explanation of the need for transportation than of specific instructions to Boston.

Monitoring has concentrated on concerns about the adequacy, reliability, and safety of transportation services, as these concerns have emerged during implementation rather than as the Orders have addressed them.

Findings Partial Compliance

In Report No. 3, the Monitors made several recommendations to Boston. The gist of these recommendations was that Boston should take a stronger role in transportation management to establish standards and procedures to ensure consistent performance of high quality. These recommendations recognized that the Boston desegregation plan depends significantly on the adequacy of the transportation system.

Monitors have not received any response from Boston in the year since these recommendations were originally made. During that year, the press has reported numerous, unfortunate transportaiton incidents, especially regarding the failure to screen drivers for felony records and to properly train drivers regarding permissible contact with students. Information from parent organizations and elsewhere suggests that the incidence of more mundane problems is also increasing. Stories of late buses, early buses and "no show" buses rarely make the evening news, yet they can be equally disruptive of an educational system and equally discouraging to parents and students.

The fact that the superintendent has recently recommended that Boston modify its transportation arrangements suggests recognition of the seriousness of the problem and presents an opportunity to address the monitors' recommendations.

The monitors recognize that the transportation situation may change dramatically between the time this report is written and the time it is submitted to the court. Consequently, the State Board will:

(1) communicate its concerns to Boston under the provisions of section IV C of the 1982 Disengagement Order;

(2) will urge the School Committee and School Department to establish standards and procedures to ensure consistent performance of high quality; and

(3) will offer the State's assistance to achieve these goals.

CONCLUSIONS/RECOMMENDATIONS

Monitors have not received evidence that improvements have been made in the development and implementation of a system of contractor and driver accountability.

Boston should develop and implement standards and procedures to ensure consistent performance of high quality.

B. School Bus Safety

In Report No. 3 and 4, monitors described the implementation of a new school bus safety program by Boston. At the time of Report No. 4, an evaluation of the effectiveness of that program was not possible because the program had not operated long enough to evaluate properly. The major components of the new school bus safety program are:

(1) the addition of transportation attendants assigned to elementary and middle schools according to the following formula:

1 to 3 buses - 1 attendant
4 to 6 buses - 2 attendants
7 to 9 buses - 3 attendants
10 or more buses - 4 attendants

(2) the development of rapid response vehicles from the School Safety Department to follow certain troubled high school buses and others in need of immediate assistance;

(3) improved training for transportation attendants, and other staff involved with school bus safety, and a re-emphasis on proper handling of school bus safety and discipline procedures for all school staff.

To evaluate the effectiveness of the school bus safety program, a questionnaire was sent in February to members of the school community, a major proportion of whom were parents. Nine hundred responses were analyzed (see pp. 428-49) and the results indicate that most respondents feel that the school bus safety program has brought about a great improvement, particularly the addition of transportation attendants. In support of the actual data submitted by the School Safety Department showing that incidents reported on school buses have decreased by 70% (and 90% on those buses with attendants), the majority of respondents felt the number of incidents has indeed decreased as well as the number of complaints and concerns expressed by parents and others.

While improvements in most areas of transportation safety responsibility were found by more respondents than those citing no improvements, most respondents felt unable to respond to items about improvements in specific areas of transportation responsibility (ARA, transportation unit, Department of Safety Services, school administrators).

The one area in which most respondents felt the need for further improvements was in placing transportation attendants on all full-size buses (see page 431). Mooitors reported on this suggestion in interviewing headmasters and principals for Report No. 4.

Members of the CPC attended the training sessions for the transportation attendants and have generally reported favorably on the quality of the training (see page 450) despite problems with specific aspects of the overall training program (i.e., film on bus safety procedures).

CONCLUSIONS/RECOMMENDATIONS

It would appear that on the basis of these findings that Boston is moving toward resolving its school bus safety problems. Some concerns still remain regarding (1) the assignment of transportation attendants to all school buses; (2) the effectiveness of the ARA in screening and training bus drivers and ARA follow-up complaints filed.

Transportation - Attachments

1. letter:Judith Taylor to Dr. Catherine Ellison
2. Assessment of Student Transportation Safety Plan
3. School Bus Attendant Data
4. Memo: John Chistolini to Joseph McDonough
5. Student Transportation Safety Program Questionnaire responses
6. Bus Attendants training Monitoring Report
7. Changes in Tranportation Attendants
8. CPC - Transportation Survey results
9. CPC - Parents comments re. transportation
10. Newspaper editorial: Standards for School Bus Drivers

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

May 7, 1985

Dr. Catherine Ellison
Department of Implementation
26 Court Street
Boston, Massachusetts 02108

Dear Dr. Ellison:

In its last two monitoring reports the Department of Education made a number of recommendations regarding transportation. (See Report No. 3, Vol. IIA, p. 632; and Report No. 4, Vol. II, p. 349.)

1. The School Department should develop and implement a complaint management procedure to (a) identify trouble spots, and (b) identify and follow up inadequate responses from the contractor.
2. The Transportation Unit should revise its complaint log form to require the contractor to (a) identify by name the driver involved in the alleged infraction, (b) identify the bus run by name, (c) indicate whether substantiated infractions involved a recent change in route assignment and/or tardiness/absenteeism, and (d) develop a standardized list of complaints and responses.
3. Boston should continue to press the contractor to make complaint investigation and management a full-time staff responsibility with significant authority.
4. Boston should ensure that bus drivers receive training in the laws that define and prohibit child abuse and sexual harassment. It should revise its complaint procedures to ensure that educational administrators and other mandated reporters comply with Section 51a of Chapter 119 of the Massachusetts General Laws ("child abuse law").

Could you please describe the measures Boston plans to take? We are anxious to include Boston's response in its fifth monitoring report.

Thank you for your cooperation.

Sincerely,

Judith Taylor

Attachment

cc: Arthur Gilbert
Charles Glenn

Section I - (D) Assessment of Student Transportation Safety Plan

An effort was undertaken by the School Department to evaluate the effectiveness of the Plan for Student Transportation Safety in March 1985.

Responses to an evaluation survey were submitted by approximately nine hundred (900) representatives of the school community.

The number of returns submitted did not represent the total membership of these groups. However, the survey was a sincere attempt to gather information pertinent to the effectiveness of the program.

A review of reported transportation incidents for the period September 1, 1984 through April 1, 1985 reflects a decrease by 70% the number reported incidents during the same period last school year.

Those persons with knowledge of the subject responded that there was up to a 94% reduction in the number of incidents aboard school buses staffed with Transportation Attendants.

Each group was provided with results of the survey for interpretation and analysis of those statistics of special interest.

Based on the results of the survey, the effectiveness of the program warrants its continuation.

SAFETY and SECURITY

Section I - (C) School Bus Attendant Data

Transportation Attendants were assigned to designated elementary and middle school buses for the 1984-85 school year. This plan provided student supervision on certain full sized buses servicing these schools. Transportation Attendants report directly to the Principal in all matters of student safety and discipline while assisting the bus driver who remains ultimately responsible for the passenger and vehicle.

Transportation Attendants were assigned according to a formula which considered allotted funds and the number of full sized buses assigned to each elementary and middle school as follows:

1 bus - 1 attendant
4 buses - 2 attendants
7 buses - 3 attendants
10 buses - 4 attendants

The school principal assigned his/her Transportation Attendants to buses (routes) as needed throughout the school year to address safety and student management concerns.

Transportation Attendants were selected from existing school staff. Utilizing this personnel resource assured consistency and accountability in matters of student discipline and safety while in transit.

Personnel selected as Transportation Attendants attended an eight (8) hour training program prior to the start of the school year. Additional training was provided during the school year. Training was coordinated jointly by the Transportation Unit and the Department of Safety Services utilizing resources of the ARA Transportation Company. Training was provided in the areas of student management, emergency first-aid and safety policies and procedures.

THE SCHOOL COMMITTEE OF THE CITY OF BOSTON

BOSTON PUBLIC SCHOOLS
DEPARTMENT OF SAFETY SERVICES

JOHN A. CHISTOLINI
CHIEF

March 13, 1985

To: Joseph M. McDonough, Deputy Superintendent/Operations

From: John A. Chistolini, Chief of Safety Services

Re: Student Transportation Safety Program, Questionnaire

Please be advised that the following persons met this date to review Student Transportation Safety Program, Questionnaire/Survey data:

1. Elaine Almeida, ARA Representative
2. Alfred Binns, Teacher/Transportation Attendant
3. Arthur Gilbert, Director, Transportation
4. William Murray, Coordinator, Pupil/Personnel Safety
5. Charles Ray, Principal
6. Elizabeth Wood, Educational Advocate, CPC

Responses from approximately nine hundred (900) questionnaires were tallied. There were an additional 200-300 parent returns which were not included in these totals.

The number of returns submitted by sub-divisions of the school community do not represent the total membership of those groups. It is also evident that many respondents did not have adequate information on the subject(s) to make an evaluation.

The consensus of those in attendance is that by converting the numerical totals to percentage and disregarding the "I don't know" response the findings are more significant.

Example:

1. Question #1 - total responses - 627 yes, 63 no, 50 same, 174 I don't know.

   Disregarding "I don't know" responses, 627 represents 84% of the respondents answering affirmatively.

2. Question #2 - total responses by those persons identified as Building Administrators or Principals. 47 yes, 2 no, 1 same, 1 I don't know.

   Disregarding "I don't know" response, 47 represents 94% of the respondents answering affirmatively.

Each representative group may interpret and analyze those statistics of special interest to them.

I believe that despite obvious short comings the instrument used was a sincere effort to gather information on the subject.

You may wish to share the attached information with representatives of the School Committee and other interested parties.

Please advise if further assistance in this matter is required from this department.

JAC:bj

Attachments

xc: E. Almeida, ARA Representative
A. Binns, Teacher/Transportation Attendant
A. Gilbert, Director, Transportation
W. Murray, Coordinator, Pupil/Personnel Safety
C. Ray, Principal
E. Wood, Educational Advocate, CPC

STUDENT TRANSPORTATION SAFETY PROGRAM QUESTIONNAIRE

September, 1984 -- January, 1985

Dear School Community Member,

Please complete the following questionnaire in order to assist in the evaluation of the Transportation Safety Program.

Thank you.

Joseph M. McDonough
Deputy Superintendent
School Operations

TOTALS

Please put a check next to the word that best responds to each question.

1. Has the assignment of a Transportation Attendant been an effective way to maintain order and safety on school buses?

627 Yes 63 No 50 Same 174 I don't know

2. Have incidents on school buses with Transportation Attendants decreased?

503 Yes 78 No 70 Same 275 I don't know

3. Have complaints/concerns expressed by parents whose children ride buses with Transportation Attendants decreased?

409 Yes 105 No 60 Same 305 I don't know

4 Has support from the following agencies improved in resolving/addressing transportation issues:

a. Transportation Unit

289 Yes 104 No 91 Same 401 I don't know

b. Department of Safety Services

275 Yes 80 No 93 Same 414 I don't know

c. ARA Transportation

190 Yes 111 No 97 Same 427 I don't know

d. School Principal/Building Administrator

413 Yes 39 No 84 Same 440 I don't know

5. Is the amount of time spent by School Principal/Building Administrators less on buses with Transportation Attendants than on those without Transportation Attendants?

307 Yes 84 No 95 Same 399 I don't know

STUDENT TRANSPORTATION SAFETY PROGRAM QUESTIONNAIRE

September, 1984 - January, 1985

- 2 -

6. Are Transportation Attendants appropriately assigned to service a school's more difficult runs?

371 Yes 100 No 55 Same 388 I don't know

7. Are Transportation Attendants receiving adequate training?

289 Yes 103 No 32 Same 437 I don't know

8. Are Transportation Attendants necessary for all full sized buses whichserve your school?

549 Yes 66 No 20 Same 238 I don't know

9. With which school(s) are you associated? ________

10. Please indicate your position(s) in the school community.

Parent 509

Teacher 132

Transportation Attendant 30

Bus Coordinator 20

Driver 34

Building Administrator/Principal 51

ARA Safety & Training Personnel 1

Community Superintendent 3

Misc. 125

COMMENTS:

Citywide / Budget Process

PLEASE RETURN COMPLETED FORMS TO YOUR PRINCIPAL/COMMUNITY SUPERINTENDENT ON OR BEFORE FEBRUARY 13, 1985.

STUDENT TRANSPORTATION SAFETY PROGRAM QUESTIONNAIRE

September, 1984 -- January, 1985

Dear School Community Member,

Please complete the following questionnaire in order to assist in the evaluation of the Transportation Safety Program.

Thank you.

Joseph M. McDonough
Deputy Superintendent
School Operations

PARENTS

Please put a check next to the word that best responds to each question.

1. Has the assignment of a Transportation Attendant been an effective way to maintain order and safety on school buses?

341 Yes 41 No 42 Same 120 I don't know

2. Have incidents on school buses with Transportation Attendants decreased?

257 Yes 57 No 54 Same 197 I don't know

3. Have complaints/concerns expressed by parents whose children ride buses with Transportation Attendants decreased?

194 Yes 76 No 46 Same 215 I don't know

4 Has support from the following agencies improved in resolving/addressing transportation issues:

a. Transportation Unit

145 Yes 67 No 48 Same 372 I don't know

b. Department of Safety Services

146 Yes 51 No 46 Same 283 I don't know

c. ARA Transportation

87 Yes 60 No 48 Same 290 I don't know

d. School Principal/Building Administrator

266 Yes 27 No 48 Same 357 I don't know

5. Is the amount of time spent by School Principal/Building Administrators less on buses with Transportation Attendants than on those without Transportation Attendants?

129 Yes 54 No 63 Same 294 I don't know

STUDENT TRANSPORTATION SAFETY PROGRAM QUESTIONNAIRE

September, 1984 - January, 1985

6. Are Transportation Attendants appropriately assigned to service a school's more difficult runs?

153 Yes 64 No 44 Same 286 I don't know

7. Are Transportation Attendants receiving adequate training?

114 Yes 69 No 23 Same 303 I don't know

8. Are Transportation Attendants necessary for all full sized buses whichserve your school?

313 Yes 34 No 13 Same 171 I don't know

9. With which school(s) are you associated? ____________________

10. Please indicate your position(s) in the school community.

Parent 569

Teacher ____________________

Transportation Attendant _____

Bus Coordinator ____________________

Driver ____________________

Building Administrator/ Principal ____________________

ARA Safety & Training Personnel ____________________

Community Superintendent _____

COMMENTS:

PLEASE RETURN COMPLETED FORMS TO YOUR PRINCIPAL/COMMUNITY SUPERINTENDENT ON OR BEFORE FEBRUARY 13, 1985.

STUDENT TRANSPORTATION SAFETY PROGRAM QUESTIONNAIRE

September, 1984 -- January, 1985

Dear School Community Member,

Please complete the following questionnaire in order to assist in the evaluation of the Transportation Safety Program.

Thank you.

Joseph M. McDonough
Deputy Superintendent
School Operations

TRANSPORTATION ATTENDANT

Please put a check next to the word that best responds to each question.

1. Has the assignment of a Transportation Attendant been an effective way to maintain order and safety on school buses?

28 Yes 2 No 0 Same 0 I don't know

2. Have incidents on school buses with Transportation Attendants decreased?

30 Yes 0 No 0 Same 1 I don't know

3. Have complaints/concerns expressed by parents whose children ride buses with Transportation Attendants decreased?

21 Yes 0 No 0 Same 6 I don't know

4 Has support from the following agencies improved in resolving/addressing transportation issues:

a. Transportation Unit

15 Yes 2 No 3 Same 9 I don't know

b. Department of Safety Services

16 Yes 0 No 4 Same 8 I don't know

c. ARA Transportation

12 Yes 4 No 3 Same 8 I don't know

d. School Principal/Building Administrator

23 Yes 0 No 2 Same 3 I don't know

5. Is the amount of time spent by School Principal/Building Administrators less on buses with Transportation Attendants than on those without Transportation Attendants?

18 Yes 2 No 3 Same 4 I don't know

STUDENT TRANSPORTATION SAFETY PROGRAM QUESTIONNAIRE

September, 1984 - January, 1985

6. Are Transportation Attendants appropriately assigned to service a school's more difficult runs?

23 Yes   2 No   1 Same   4 I don't know

7. Are Transportation Attendants receiving adequate training?

24 Yes   2 No   3 Same   1 I don't know

8. Are Transportation Attendants necessary for all full sized buses whichserve your school?

27 Yes   0 No   0 Same   2 I don't know

9. With which school(s) are you associated? ____________________

10. Please indicate your position(s) in the school community.

Parent ____________________

Teacher ____________________

Transportation Attendant 30

Bus Coordinator ____________________

Driver ____________________

Building Administrator/ Principal ____________________

ARA Safety & Training Personnel ____________________

Community Superintendent ______

COMMENTS:

PLEASE RETURN COMPLETED FORMS TO YOUR PRINCIPAL/COMMUNITY SUPERINTENDENT ON OR BEFORE FEBRUARY 13, 1985.

STUDENT TRANSPORTATION SAFETY PROGRAM QUESTIONNAIRE

September, 1984 -- January, 1985

Dear School Community Member,

Please complete the following questionnaire in order to assist in the evaluation of the Transportation Safety Program.

Thank you.

Joseph M. McDonough
Deputy Superintendent
School Operations

DRIVERS

Please put a check next to the word that best responds to each question.

1. Has the assignment of a Transportation Attendant been an effective way to maintain order and safety on school buses?

28 Yes 4 No 1 Same 1 I don't know

2. Have incidents on school buses with Transportation Attendants decreased?

15 Yes 4 No 1 Same 2 I don't know

3. Have complaints/concerns expressed by parents whose children ride buses with Transportation Attendants decreased?

20 Yes 3 No 1 Same 10 I don't know

4 Has support from the following agencies improved in resolving/addressing transportation issues:

a. Transportation Unit

8 Yes 10 No 4 Same 13 I don't know

b. Department of Safety Services

9 Yes 8 No 3 Same 9 I don't know

c. ARA Transportation

18 Yes 6 No 5 Same 3 I don't know

d. School Principal/Building Administrator

18 Yes 5 No 5 Same 11 I don't know

5. Is the amount of time spent by School Principal/Building Administrators less on buses with Transportation Attendants than on those without Transportation Attendants?

15 Yes 3 No 5 Same 10 I don't know

STUDENT TRANSPORTATION SAFETY PROGRAM QUESTIONNAIRE

September, 1984 - January, 1985

- 2 -

6. Are Transportation Attendants appropriately assigned to service a school's more difficult runs?

20 Yes 6 No 1 Same 6 I don't know

7. Are Transportation Attendants receiving adequate training?

12 Yes 10 No 0 Same 12 I don't know

8. Are Transportation Attendants necessary for all full sized buses whichserve your school?

22 Yes 6 No 0 Same 3 I don't know

9. With which school(s) are you associated?____________________

10. Please indicate your position(s) in the school community.

Parent__________

Teacher__________

Transportation Attendant ____

Bus Coordinator__________

Driver 34

Building Administrator/Principal__________

ARA Safety & Training Personnel__________

Community Superintendent____

COMMENTS:

PLEASE RETURN COMPLETED FORMS TO YOUR PRINCIPAL/COMMUNITY SUPERINTENDENT ON OR BEFORE FEBRUARY 13, 1985.

STUDENT TRANSPORTATION SAFETY PROGRAM QUESTIONNAIRE

September, 1984 -- January, 1985

Dear School Community Member,

Please complete the following questionnaire in order to assist in the evaluation of the Transportation Safety Program.

Thank you.

Joseph M. McDonough
Deputy Superintendent
School Operations

ARA SAFETY & TRAINING PERSONNEL

Please put a check next to the word that best responds to each question.

1. Has the assignment of a Transportation Attendant been an effective way to maintain order and safety on school buses?

1 Yes 0 No 0 Same 0 I don't know

2. Have incidents on school buses with Transportation Attendants decreased?

0 Yes 0 No 0 Same 1 I don't know

3. Have complaints/concerns expressed by parents whose children ride buses with Transportation Attendants decreased?

0 Yes 0 No 1 Same 0 I don't know

4 Has support from the following agencies improved in resolving/addressing transportation issues:

a. Transportation Unit

0 Yes 0 No 1 Same 0 I don't know

b. Department of Safety Services

1 Yes 0 No 0 Same 0 I don't know

c. ARA Transportation

0 Yes 0 No 1 Same 0 I don't know

d. School Principal/Building Administrator

0 Yes 0 No 1 Same 0 I don't know

5. Is the amount of time spent by School Principal/Building Administrators less on buses with Transportation Attendants than on those without Transportation Attendants?

0 Yes 0 No 1 Same 0 I don't know

STUDENT TRANSPORTATION SAFETY PROGRAM QUESTIONNAIRE

September, 1984 - January, 1985

- 2 -

6. Are Transportation Attendants appropriately assigned to service a school's more difficult runs?

0 Yes   0 No   1 Same   0 I don't know

7. Are Transportation Attendants receiving adequate training?

0 Yes   0 No   0 Same   1 I don't know

8. Are Transportation Attendants necessary for all full sized buses whichserve your school?

0 Yes   0 No   1 Same   0 I don't know

9. With which school(s) are you associated? ____________________

10. Please indicate your position(s) in the school community.

Parent ______
Teacher ______
Transportation Attendant ______
Bus Coordinator ______
Driver ______
Building Administrator/Principal ______
ARA Safety & Training Personnel 1
Community Superintendent ______

COMMENTS:

PLEASE RETURN COMPLETED FORMS TO YOUR PRINCIPAL/COMMUNITY SUPERINTENDENT ON OR BEFORE FEBRUARY 13, 1985.

STUDENT TRANSPORTATION SAFETY PROGRAM QUESTIONNAIRE

September, 1984 -- January, 1985

Dear School Community Member,

Please complete the following questionnaire in order to assist in the evaluation of the Transportation Safety Program.

Thank you.

Joseph M. McDonough
Deputy Superintendent
School Operations

TEACHERS

Please put a check next to the word that best responds to each question.

1. Has the assignment of a Transportation Attendant been an effective way to maintain order and safety on school buses?

104 Yes 2 No 2 Same 24 I don't know

2. Have incidents on school buses with Transportation Attendants decreased?

89 Yes 2 No 7 Same 32 I don't know

3. Have complaints/concerns expressed by parents whose children ride buses with Transportation Attendants decreased?

81 Yes 7 No 5 Same 34 I don't know

4 Has support from the following agencies improved in resolving/addressing transportation issues:

a. Transportation Unit

43 Yes 8 No 11 Same 66 I don't know

b. Department of Safety Services

37 Yes 8 No 10 Same 76 I don't know

c. ARA Transportation

33 Yes 14 No 11 Same 69 I don't know

d. School Principal/Building Administrator

82 Yes 0 No 11 Same 56 I don't know

5. Is the amount of time spent by School Principal/Building Administrators less on buses with Transportation Attendants than on those without Transportation Attendants?

65 Yes 7 No 8 Same 45 I don't know

STUDENT TRANSPORTATION SAFETY PROGRAM QUESTIONNAIRE

September, 1984 - January, 1985

- 2 -

6 Are Transportation Attendants appropriately assigned to service a school's more difficult runs?

78 Yes 4 No 3 Same 48 I don't know

7. Are Transportation Attendants receiving adequate training?

56 Yes 5 No 0 Same 67 I don't know

8. Are Transportation Attendants necessary for all full sized buses whichserve your school?

83 Yes 10 No 0 Same 34 I don't know

9. With which school(s) are you associated?

10. Please indicate your position(s) in the school community.

Parent

Teacher 132

Transportation Attendant

Bus Coordinator

Driver

Building Administrator/Principal

ARA Safety & Training Personnel

Community Superintendent

COMMENTS:

PLEASE RETURN COMPLETED FORMS TO YOUR PRINCIPAL/COMMUNITY SUPERINTENDENT ON OR BEFORE FEBRUARY 13, 1985.

STUDENT TRANSPORTATION SAFETY PROGRAM QUESTIONNAIRE

September, 1984 -- January, 1985

Dear School Community Member,

Please complete the following questionnaire in order to assist in the evaluation of the Transportation Safety Program.

Thank you.

Joseph M. McDonough
Deputy Superintendent
School Operations

BUS COORDINATORS

Please put a check next to the word that best responds to each question.

1. Has the assignment of a Transportation Attendant been an effective way to maintain order and safety on school buses?

19 Yes   1 No   0 Same   0 I don't know

2. Have incidents on school buses with Transportation Attendants decreased?

17 Yes   1 No   0 Same   1 I don't know

3. Have complaints/concerns expressed by parents whose children ride buses with Transportation Attendants decreased?

15 Yes   1 No   2 Same   2 I don't know

4 Has support from the following agencies improved in resolving/addressing transportation issues:

a. Transportation Unit

10 Yes   1 No   6 Same   2 I don't know

b. Department of Safety Services

8 Yes   1 No   7 Same   1 I don't know

c. ARA Transportation

4 Yes   2 No   7 Same   5 I don't know

d. School Principal/Building Administrator

15 Yes   0 No   3 Same   0 I don't know

5. Is the amount of time spent by School Principal/Building Administrators less on buses with Transportation Attendants than on those without Transportation Attendants?

15 Yes   1 No   2 Same   1 I don't know

STUDENT TRANSPORTATION SAFETY PROGRAM QUESTIONNAIRE

September, 1984 - January, 1985

6. Are Transportation Attendants appropriately assigned to service a school's more difficult runs?

18 Yes   0 No   1 Same   1 I don't know

7. Are Transportation Attendants receiving adequate training?

16 Yes   1 No   1 Same   3 I don't know

8. Are Transportation Attendants necessary for all full sized buses whichserve your school?

16 Yes   2 No   1 Same   0 I don't know

9. With which school(s) are you associated? ______________________

10. Please indicate your position(s) in the school community.

Parent ______	Teacher ______
Transportation Attendant ____	Bus Coordinator 20
Driver ______	Building Administrator/ Principal ______
ARA Safety & Training Personnel ______	Community Superintendent ____

COMMENTS:

PLEASE RETURN COMPLETED FORMS TO YOUR PRINCIPAL/COMMUNITY SUPERINTENDENT ON OR BEFORE FEBRUARY 13, 1985.

STUDENT TRANSPORTATION SAFETY PROGRAM QUESTIONNAIRE

September, 1984 -- January, 1985

Dear School Community Member,

Please complete the following questionnaire in order to assist in the evaluation of the Transportation Safety Program.

Thank you.

Joseph M. McDonough
Deputy Superintendent
School Operations

BUILDING ADMINISTRATOR/PRINCIPALS

Please put a check next to the word that best responds to each question.

1. Has the assignment of a Transportation Attendant been an effective way to maintain order and safety on school buses?

48 Yes 1 No 1 Same 1 I don't know

2. Have incidents on school buses with Transportation Attendants decreased?

47 Yes 2 No 1 Same 1 I don't know

3. Have complaints/concerns expressed by parents whose children ride buses with Transportation Attendants decreased?

46 Yes 2 No 3 Same 0 I don't know

4 Has support from the following agencies improved in resolving/addressing transportation issues:

a. Transportation Unit

36 Yes 3 No 11 Same 0 I don't know

b. Department of Safety Services

27 Yes 2 No 16 Same 1 I don't know

c. ARA Transportation

13 Yes 14 No 14 Same 3 I don't know

d. School Principal/Building Administrator

33 Yes 0 No 6 Same 0 I don't know

5. Is the amount of time spent by School Principal/Building Administrators less on buses with Transportation Attendants than on those without Transportation Attendants?

35 Yes 5 No 7 Same 0 I don't know

STUDENT TRANSPORTATION SAFETY PROGRAM QUESTIONNAIRE

September, 1984 - January, 1985

6. Are Transportation Attendants appropriately assigned to service a school's more difficult runs?

46 Yes   1 No   0 Same   3 I don't know

7. Are Transportation Attendants receiving adequate training?

44 Yes   2 No   0 Same   3 I don't know

8. Are Transportation Attendants necessary for all full sized buses whichserve your school?

41 Yes   4 No   0 Same   1 I don't know

9. With which school(s) are you associated? ______

10. Please indicate your position(s) in the school community.

Parent ______

Teacher ______

Transportation Attendant ______

Bus Coordinator ______

Driver ______

Building Administrator/ Principal 51

ARA Safety & Training Personnel ______

Community Superintendent ______

COMMENTS:

PLEASE RETURN COMPLETED FORMS TO YOUR PRINCIPAL/COMMUNITY SUPERINTENDENT ON OR BEFORE FEBRUARY 13, 1985.

STUDENT TRANSPORTATION SAFETY PROGRAM QUESTIONNAIRE

September, 1984 -- January, 1985

Dear School Community Member,

Please complete the following questionnaire in order to assist in the evaluation of the Transportation Safety Program.

Thank you.

COMMUNITY SUPERINTENDENTS

Joseph M. McDonough
Deputy Superintendent
School Operations

Please put a check next to the word that best responds to each question.

1. Has the assignment of a Transportation Attendant been an effective way to maintain order and safety on school buses?

   3 Yes   0 No   0 Same   0 I don't know

2. Have incidents on school buses with Transportation Attendants decreased?

   3 Yes   0 No   0 Same   0 I don't know

3. Have complaints/concerns expressed by parents whose children ride buses with Transportation Attendants decreased?

   3 Yes   0 No   0 Same   0 I don't know

4 Has support from the following agencies improved in resolving/addressing transportation issues:

   a. Transportation Unit

   3 Yes   0 No   0 Same   0 I don't know

   b. Department of Safety Services

   3 Yes   0 No   0 Same   0 I don't know

   c. ARA Transportation

   0 Yes   3 No   0 Same   0 I don't know

   d. School Principal/Building Administrator

   3 Yes   0 No   0 Same   0 I don't know

5. Is the amount of time spent by School Principal/Building Administrators less on buses with Transportation Attendants than on those without Transportation Attendants?

   3 Yes   0 No   0 Same   0 I don't know

STUDENT TRANSPORTATION SAFETY PROGRAM QUESTIONNAIRE

September, 1984 - January, 1985

6. Are Transportation Attendants appropriately assigned to service a school's more difficult runs?

3 Yes   0 No   0 Same   0 I don't know

7. Are Transportation Attendants receiving adequate training?

2 Yes   0 No   0 Same   1 I don't know

8. Are Transportation Attendants necessary for all full sized buses whichserve your school?

0 Yes   3 No   0 Same   0 I don't know

9. With which school(s) are you associated? ____________________

10. Please indicate your position(s) in the school community.

Parent ____________

Transportation Attendant ____

Driver ____________

ARA Safety & Training Personnel ____________

Teacher ____________

Bus Coordinator ____________

Building Administrator/Principal ____________

Community Superintendent 3

COMMENTS:

PLEASE RETURN COMPLETED FORMS TO YOUR PRINCIPAL/COMMUNITY SUPERINTENDENT ON OR BEFORE FEBRUARY 13, 1985.

STUDENT TRANSPORTATION SAFETY PROGRAM QUESTIONNAIRE

September, 1984 -- January, 1985

Dear School Community Member,

Please complete the following questionnaire in order to assist in the evaluation of the Transportation Safety Program.

Thank you.

Joseph M. McDonough
Deputy Superintendent
School Operations

MISCELLANEOUS

Please put a check next to the word that best responds to each question.

1. Has the assignment of a Transportation Attendant been an effective way to maintain order and safety on school buses?

55 Yes 12 No 4 Same 28 I don't know

2. Have incidents on school buses with Transportation Attendants decreased?

35 Yes 12 No 7 Same 41 I don't know

3. Have complaints/concerns expressed by parents whose children ride buses with Transportation Attendants decreased?

29 Yes 16 No 10 Same 38 I don't know

4 Has support from the following agencies improved in resolving/addressing transportation issues:

a. Transportation Unit

29 Yes 13 No 7 Same 40 I don't know

b. Department of Safety Services

28 Yes 10 No 7 Same 42 I don't know

c. ARA Transportation

23 Yes 8 No 8 Same 49 I don't know

d. School Principal/Building Administrator

33 Yes 7 No 8 Same 40 I don't know

5. Is the amount of time spent by School Principal/Building Administrators less on buses with Transportation Attendants than on those without Transportation Attendants?

17 Yes 12 No 6 Same 45 I don't know

STUDENT TRANSPORTATION SAFETY PROGRAM QUESTIONNAIRE

[illegible]

6. Are Transportation Attendants appropriately assigned to service a school's more difficult runs?

30 Yes 14 No 4 Same 46 I don't know

7. Are Transportation Attendants receiving adequate training?

21 Yes 14 No 5 Same 46 I don't know

8. Are Transportation Attendants necessary for all full sized buses whichserve your school?

47 Yes 7 No 5 Same 27 I don't know

9. With which school(s) are you associated? ____________________

10. Please indicate your position(s) in the school community.

Parent ____________________

Teacher ____________________

Transportation Attendant _____

Bus Coordinator ____________________

Driver ____________________

Building Administrator/ Principal ____________________

ARA Safety & Training Personnel ____________________

Community Superintendent _____

Misc 125

COMMENTS:

PLEASE RETURN COMPLETED FORMS TO YOUR PRINCIPAL/COMMUNITY SUPERINTENDENT ON OR BEFORE FEBRUARY 13, 1985.

To: Lucille Koch, Executive Director
From: Jerrolyn Simpson, Field Specialist, District II
Re: Monitoring Bus Attending Training

BUS ATTENDANTS TRAINING - AUGUST 27, 1984

MONITORING REPORT

The bus attendents training was presented by the School Dept. and ARA. The training consisted of film strips, oral presentations, dialogue between attendants and presentors. Included also where handout on various aspect of incidents reports, first aid, rules and regulations for bus attendants.

1. Questions arose about teachers leaving their post when bus arrives late at a pickup point. This teacher felt his responsibility was to the classroom. Arthur Gilbert said something needed to be worked out as he felt the "teacher attendant" should stay at the stop with the children and not leave them there unattended.

2. Dual messages were given out by the school department and by the E.M.T. on going for help if there was no phone on a particular bus.
School Department - Bus driver should stay with the bus.

E.M.T.- The teacher is in charge. The bus driver should go for help.

3. I questioned what support mechanism was set up for teachers or arents who might be having difficulty with a particular bus run. The response was that it depends on the principal to back the attendant up and that a strong principal would be able to handle all problems. In addition, In-service Meetings could also be used.

4. There was little clarity about parents riding bus to get to school since E.T.L's and teachers make appointment with parents, and the principal may not be aware of this. so, parents who are non-english speaking may also attempt to ride the bus.

5. Questions were raised about the School Dept.'s decision to have the bus attendant pick up and dropped off at the list bus stop. If stop #2 is a troubled stop, then attendant may be allowed (with negotiation) to board at that stop. School Dept. is also trying to be cognizant of attendants boarding the bus in "undesirable neighborhoods".

6. Exclusion of students from the bus came up as well as the iscussion of the Code of Disciple by John Sisco.

7.The School Deparment is to provide two bus evacuation drills in school each year for bus riders.

CHANGES IN TRANSPORTATION ATTENDANTS - November 9, 1984

DRISTICT I

2 Teachers quit - they were late for school sometimes and could not keep students after school
1 Quit - could not get to bus stop on time
1 Quit - could not find parking space at bus stop

DISTRICT II

1 Quit - no reason given
1 Fired - poor attendance

DISTRICT III

0

DISTRICT IV

1 Quit - car vandalized at bus stop

DISTRICT V

1 Quit - could not do the PM run

DISTRICT VI

0

DISTRICT VII

1 Teacher quit - it was inconvenient

DISTRICT VIII

0

DISTRICT IX

1 Quit - bus stop too far from home
2 Aides quit - transferred schools
3 Fired for not showing up regularly
4 Never started
1 Quit - got home too late in afternoon
1 Quit - dropped off at inconvenient location

21 Changes since September 6, 1984

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617)426-2450

SURVEY RESULTS

389 SPC Executive Committee Members

TOTAL MEMBERSHIP approx. 1,000
39% of total membership surveyed

This survey was originally conducted during the months of October & November, 1984. It has been updated as of February 7, 1985.

Last year the Citywide Parents Council, with the support of all parents, aided in the reinstatement of School Bus Monitors on approximately 1/2 of the Elementary and Middle School Buses. We are, presently, in the process of evaluating the effectiveness of the present "Bus Monitor Model." It would be most helpful if you could share your perceptions with us by answering the following questions:

1. Does your child ride the bus?

Yes	No	
269 69.15%	120 30.85%	389

2. Is there a bus monitor on the bus?

Yes	No	
90 36.29%	158 63.71%	248

3. Where do you feel bus monitors are most needed?

Elementary	Middle	High School	ALL	
97 19.76%	73 14.87%	14 2.85%	307 62.52%	491

4. Your observations of bus transportation are:

196
56.65%

More orderly	Safer	No Change	Worse	
76 21.96%	74 21.39%	113 32.66%	83 23.99%	346

This survey was conducted by Elizabeth Wood, Monitoring Desegregation Advocate

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

PARENT COMMENTS - BUS MONITORS

Mr. D. at the Perkins
"Bus drivers do not report accidents"

Mrs. L. at Murphy
"Driver speaks no English. Her son (SPED) has no way to communicate his needs nor the mother when he is not planning to attend school."

Mrs. M. at Murphy
"I voluntarily ride the bus because my daughter was missing for one and half hours due to an irresponsible driver"

Mrs. F. at Holmes & Murphy
"Angry about bus accident involving 8 year old boy; monitors are needed to aid children crossing and signalling etc.
"Stick to one bus driver"

Mrs. R. at Conley
"Seat belts needed"

Mrs. C. at Conley
Monitors on all buses; substitute drivers needed"

Mrs. J. at
"Standing, pushing, shoving requires monitors"

Mrs. P.
"Bus driver threatens to remove child from bus due to behavior; monitor needed"

Mrs. G. at Winthrop
"Kids dropped off too early! No supervision at school. Van #6"

Mrs A. at Murphy
"Child dropped off at wrong bus stop. Driver spoke no English"

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

Parent Comments - Bus Monitors
Page 2

Mrs. W at Trotter
"Third bus monitor since September"

Mrs. W. at Wheatley
"No monitor until end of November-Route too long-Monitors need method of compensation according to length (time) of route"

Mrs V at Blackstone and Mackey
"No change - need parent bus monitors"

Mrs. A and P. at Winthrop
"Late pick up - late delivery. Loss of instructional time!"

Ms. C. from Hennigan
"Child missing for two hours Mother frantic and upset"

Murphy S.P.C. (8 parents)
"Three to a seat is too many, what about handicapped bused children"

Ms. F. at Dickerman
"Children standing - leaning against windows - arms out of windows. Monitors needed"

Mrs. L. at Jackson/Mann
"Daughter physically attacked and bruised, too many children hanging out windows. Buses are atrocious!"

Mrs. B at Clap
"Bus drivers should be interviewed"

Mrs. M. at Gavin
"Children treated inappropriately by bus driver; need for monitor"

Mrs. M. at Mason
"Child waited over a month for transportation; then bused to wrong school; extremely disruptive"

Mrs. I at Tobin
"Mission Park children desperately need a bus; crossing dangerous

Parent Comments - Bus Monitors
Page 3

street"

Ms. W. at Ohrenberger, a parent/bus monitor
"98% of children respond positively to my presence"

Ms. J. at Kenny, also a Bus Monitor concurs"

Mrs. A. at Channing
"Make sure substitute driver is available and informed of route"

Ms. K. at Channing
"Buses in some instances go too fast for the road condition; also concern around subs."

Ms. I. at Gardner said
"Newcomer to Boston, feels that there is great need to improve efficiency in transportation.

Mr. G. at Brighton High
"There have been too many problems, late buses, missed stops and no shows."

Mrs. T. at Farragut
"Bus pick up too late at school; children arrive home late and cause parents to worry."

Mrs. M.
"We feel driver is incompetant, no order on bus since beginning of year - children screaming and misbehaved - Needs monitor"

Mrs. A. at Mc Kinley
"Job in jeopardy due to inconsistant pick up and return"

GLOBE - MAY 17, 1985

Standards for school bus drivers

Bus and van service for Boston schoolchildren has been abysmal. There have been late pickups, missed runs, accidents, drunken driving and drug dealing by drivers. For these reasons, the Boston School Committee was right in voting against guaranteed job security and seniority for drivers if a new company takes over the school transportation contract next September.

The committee's action provides an opportunity to weed out those who should not be driving school buses and vans. Since there is a shortage of competent and responsible drivers, most of the current drivers will be hired by whatever company is chosen to manage transportation for the coming school year. It would have been irresponsible for the School Committee to lock a contractor into hiring or retaining the few unfit drivers who are giving all drivers a bad reputation.

In the past month three drivers were arrested for drunken driving, including two who had been in accidents. One driver was arrested for dealing drugs from his school van. About five weeks ago, a driver with a bus full of children ran into a guardrail, crushing a small car. On the other side of the rail was a precipice. A catastrophe was averted by inches.

A report last fall showed that half the drivers have criminal records, although the majority were for minor offenses.

The primary concern of the School Committee must be the safety of the 27,000 children transported to and from school each day. The 7-5 vote shows that a majority on the committee has the right priority.

The committee has scheduled a public hearing for next Thursday to talk about transportation-related issues, including the role of the School Department's transportation office. The drivers' union, which had threatened to strike if the committee refused its demands for job security, would do better to work with the committee and help set acceptable standards.

BEST COPY

PARENT AND STUDENT ORGANIZATIONS

PARENT AND STUDENT ORGANIZATIONS

PARENT ORGANIZATIONS

I. **ORDER** Memorandum and Orders Establishing Racial Ethnic Councils, October 4, 1974.

SUMMARY

In this order the Court mandated the establishment of a three-tiered structure of citizen participation in the desegregation process. Racial Ethnic Parent Councils process. Racial Ethnic Parent Councils (REPCs), Community District Advisory Councils (CDACs), and a Citywide Parents Advisory Council (CPAC) were organized at local schools, in each of the city's nine school districts, and citywide respectively. The Court defined the purposes of these councils as to insure adequate and impartial investigation and responsible recommendations on racially and ethnically oriented problems arising in the school; to create a means of communication among parents, students and school personnel regarding the solution of such problems; and to promote an environment of understanding among the various elements of the community. In addition, the Court outlined specific guidelines for the composition of the councils, elections of members, vacancies in membership, meetings' schedules and agendas, the incurrence and reimbursement of expenses, and the training and assistance of council members.

FINDINGS Partial Compliance

As stated in Report No.4, further modifications in the structure and purposes of the councils are necessary to insure more and meaningful parent participation on the school level, to redefine the councils' desegregation monitoring responsibilities and to guarantee parent participation in meaningful decision-making and planning with the school department. Three recommendations were made regarding this need for further modifications in the original order: (1) the election process and the length of membership term to SPCs should be reviewed and modified to increase the level of parent participation; (2) the monitoring responsibilities of CPC and SPCs should be reviewed and modified to concentrate on areas of pressing need; and (3) the Court-ordered parent organizations' relationship with other parent organizations in the schools should be reviewed and clarified.

Although there is general agreement among school department representatives and representatives from the CPC with the findings of monitoring for report No. 4, there has been no substantial response to the three recommendations.

II. **ORDER** Student Desegregation Plan, May 10, 1975, pages 86-100.

SUMMARY

In this order the Court mandated the establishment of a Citywide Coordinating Council (CCC) with approximately 40 members appointed by the court. The purpose of the CCC was defined by the Court as to foster public awareness of and involvement in the process of implementation of the Court's desegregation orders, with the primary responsibility for monitoring implementation on behalf of the court. The order outlined the organizational structure of the CCC, meetings' schedules and agendas, and the powers and authority of the council. In addition, it mandated the continuation of the REPCs, CDACs and CPAC as well as defined the relationship among the CCC and the other court-ordered parent organizations.

FINDINGS Compliance

III. **ORDER** Supplemental Order to August 24 Order Regarding Citizen Participation Groups, November 8, 1976.

SUMMARY

All functions of the District Council Liaison Committee of the CCC, especially those enumerated in the Court's order of

August 24, 1976, were transferred to the CPAC and CDACs. This supplemental order addressed a question raised regarding the role of the School Committee in the selection and appointment of CDAC coordinators. The order limited the School Committee's role to compensating coordinators selected by the various CDACs. Accordingly, the Court ordered that those persons whose names were submitted for districts 3 and 5 coordinators be approved by the School Committee.

FINDINGS Compliance

IV. **ORDER** Memorandum and Further Orders as to Citizen Participation Groups, September 1, 1977.

SUMMARY

These orders and memorandum respond to recommendations for modifications in the court-ordered parent organizations filed jointly by CPAC and the CDACs. Two of the joint recommendations were emphasized as "critical" and these Court orders adopted both by (1) establishing a formal link between CPAC and CDACs and (2) decentralizing the support and assistance to the REPCs from CPAC to the CDACs, except the CPAC would continue to supervise elections. A third recommendation was for increased staff, and the Court made now new rulings in this area. Also, other recommendations that the word "Advisory" be dropped from the titles of CPAC and the CDACs and that the Court specify 14 rights of REPCs were rejected.

FINDINGS Compliance

V. **ORDER** Memorandum and Further Orders as to Citizen Participation Goups (III), September 15, 1978.

SUMMARY

These orders and memorandum regarding the functions and responsibilities of citizen participation groups at the school, district and citywide levels are based for the most part on a joint motion filed by the plaintiffs and school defendants on March 13, 1978. Essentially, these orders clarified the distinction among CPACF, CDACs and REPCs responsibilities as well as the procedure for evaluating the performance of members of the staffs of the various councils and for terminating staff members whose performance is unsatisfactory.

FINDINGS Compliance

VI. **ORDER** Order as to Monitoring Guidelines, May 8, 1980.

SUMMARY

Generally, this ruling approved and adopted as orders of the Court with minor modification, the Procedural Guidelines for Monitoring filed by the school defendants on March 17, 1980.

FINDINGS Partial Compliance

Both school department representatives and representatives from the CPC agree that, after the monitoring responsibilities of the CPC and SPCs have been reviewed and modified, as recommended in Report No. 4, the procedural Guidelines should also be reviewed and modified. Until that time the current Procedural Guidelines should be retained.

VII. **ORDER** Memorandum and Semi-Final Orders on the Structure of Citizen Participation in the Desegregation Process, July 20, 1982.

SUMMARY

In the preparation for the termination of its direct supervision of the desegregation process, the Court entered these orders and memorandum to insure the continued vitality of the parent councils. They constitute the Court's preliminary rulings on the merits of CPACs Self-Evaluation Task Force's recommendations for modifications in the form or structure of the parent councils. The orders are designed to: (1) increase the level of parent councils; (2) enhance the effectiveness of the parent councils by directing their main attention to those levels of school department operations at which decisions affecting the quality and equality of education in Boston are most often made; (3) encourage those most often made; (3) encourage the most efficient use of limited staff and financial resources available to the parent councils; and (4) simplify the structure of parent councils, restricting membership to parents of students currently enrolled.

Essentially, these orders change the old REPC/CDAC/CPAC structure of parent and community participation established pursuant to prior orders to the new SPC/DPC/CPC structure. The original purpose and basic structure of the parent councils are not changed by these orders. In addition, these orders established a transition from the old structure to the new one.

FINDINGS Partial Compliance

Three major problems with the present structure and functions of the parent councils were findings of Report No. 4: (1) low levels of parent participation in the SPCs; (2) tensions between the CPC and the school department; and (3) a history of organizational problems with the CPC. Over the past six months there has been considerable improvement in all three areas. Due mainly to an increase of parent participation in the planning of Chapter 636 programs, there is a noticeable increase in parent involvement on the local school level. Communications and working relationships between the school department and the CPC have improved greatly, due to the efforts of the Executive Director of the CPC and the Executive Assistant to the Superintendent. Also, the CPC continues to experience a period of relative stability.

VIII. **ORDER** Memorandum and Further Orders as to Parent Councils, August 25, 1982.

SUMMARY

These Orders reaffirmed the Court's semi-final orders on the structure of citizen participation in the desegregation process withminor modifications. Also, they: transferred the responsibility for monitoring implementation of the student desegregation plan at the local school level from the CDACs to the SPCs; made the CDACs advisory committees to community superintendents; delegated to the CPC the responsibility for coordinating and assisting the SPCs in their monitoring efforts; and gave the parent councils the right to participate in the screening of applicants for administrative positions in the Boston Public Schools. In addition, these orders allocated an annual budget of approximately $500,000 for parent councils' operations, and directed the CPC to hire and train staff.

FINDINGS Partial Compliance

(1) Fragmented monitoring by the parent councils; (2) lack of parent participation in the screening of applicants for administrative position; and (3) and the lack of adequate staff development and training for parents by the CPC were findings of Report No. 4. Although there is still the need for the CPCs monitoring responsibilities to be reviewed and modified, the parent councils' monitoring activities this year are more focused than in past years. The issue of parent participation in the

screening of applicants for administrative positions has been resolved via the successful negotiation among all parties to the lawsuit as well as the CPC and the State.

In addition, staff development and training for parents by the CPC has improved considerably over the past six months (See appendix, page).

CONCLUSIONS/RECOMMENDATIONS

There have been some improvements in the CPC's internal operations as well as its working relations with the School Department. Both the Executive Director of the CPC and the Executive Assistant to the Superintendent are commended for their efforts to alleviate the tension between the School Department and the Court-ordered parent organizations cited in earlier reports. However, the following issues remain:

(1) Strong efforts still need to be made to develop effective, functioning School Parent Councils at several schools as mandated by Court Order. Low parent turn-out for meetings and the absence of elected officers at meetings still impede the effective functioning of these councils. Parents acting as representatives on the CPC should have a minimum of one year's service on their local SPC and a strong background of involvement in SPC activities.

(2) Provisions should be made to retain the parent councils as independent of the School Department, and Boston should make it clear to all concerned parties that the CPC-SPC is the only legitimate parent organization responsible for parent involvement in the implementation of Federal Court Orders, Federal and State law and/or collective bargaining. However, other parent groups may continue to provide some school-based activities, and the CPC should work with other parent organizations (Home and School, Special Needs Parents Organizations and Bilingual Parents organizations) for the benefit of all students.

(3) To strengthen the CPC's monitoring effort, the parent councils' monitoring responsibilities should concentrate on areas of pressing need. Perhaps the parent councils' monitoring responsibility should be limited to the areas of transportation, screening and rating of staff, collective bargaining, maintenance of buildings, and student recruitment efforts in special desegregation schools and/or schools named in special Court Orders.

(4) Boston and the CPC should agree to a procedure for determining future funding levels for the CPC.

(5) All monitoring reports and other findings of the CPC should be available to all parties in the Boston desegregation case as well as all parents in the system. It has been suggested that perhaps the CPC should publish an annual report on all of its activities.

While the Board is pleased with efforts to improve the functioning of the CPC, recent reports of growing discord within that organization are cause for concern. Strong efforts must continue in order to create a stable and effective parent organization which is organizationally able to handle internal disputes without disrupting the important functions of the organization as a whole.

STUDENT ORGANIZATIONS

The following orders cover student organizations in the Boston Public Schools.

I. RACIAL-ETHNIC STUDENT COUNCILS

ORDERS Memoranda and Order Establishing Racial-Ethnic Councils, October 4, 1974

SUMMARY Every middle and high school shall elect a Racial-Ethnic Student Council that is composed of students from all racial and ethnic groups represented in the school. This body shall meet not less than once a month during the school year with the expressed purposes of "investigating Racially and ethnically oriented problems arising at the school and creating a means of communication between parents, student, teachers and administrators."

FINDINGS Non-Compliance

Monitors in Report No. 4 cited that only one middle or high school, Thompson Middle, had a functioning Racial-Ethnic Student Council (RESC) and that little support had been provided by the school department to these councils. The school department had suggested replacing the RESC's with Communication Boards in all high schools. These Boards would serve to mediate resolutions to school grievances and improve school-wide communication, school climate and racial harmony. However, monitors also reported that the school department was moving very slowly in initiating such a modification; therefore, it was recommended that Boston decide to establish either RESC's or Communication Boards in all middle and high schools for the 1985-1986 school year.

In Superintendent Spillane's response to Report No. 4, he noted that the Headmaster's Association voted to table a recommendation to establish Communication Boards in all high schools. Although a pilot Communication Board was established at Charlestown High in 1984 and is still in operation, it must be noted that little, if any, ongoing support has been provided to this program by the Student Affairs Office. Further, no additional plans have been developed by the School Department to come into compliance with this Order.

Boston's response to Report No. 4 stated that students will have representation on proposed high school School Site Councils beginning in 1985-1986. The purpose of these Councils would be to " coordinate the development of school improvement and management plans." Although this plan is commendable, it does not adequately address the original student governance Orders. Further, no information was submitted to demonstrate that the structure of and numbers of student representatives to these councils would insure meaningful and desegregated student representation.

II. STUDENT GOVERNMENT

ORDERS Amalgamation Plan

SUMMARY This plan establishes the school system's student government organizations, all of which are to be racially representative. It orders the formation of student councils and Racial-Ethnic Student Council subcommittees in all middle and high schools, the elections of students from each high school to serve on a city-wide student organization (Boston Student Advisory Council), the formation of a BSAC Executive Committee, and student representation on all high school School Parent Councils.

FINDINGS

Partial Compliance

In Report No. 4, monitors reported that Boston had employed uniform student council election procedures for the past two years and that all schools submitting election data had racially representative councils. However, 13 schools did not submit timely election data to the Student Affairs Office this school year, and, at the time of this report, no additional student council data on these schools had been received by the monitors. (See Monitoring Report No. 4, Volume II, pages 486-493.) Additionally, no data has been sumbitted on the election of RESC's.

The Boston Student Advisory Council (BSAC) and BSAC Executive Committee continue to be racially representative and to meet regularly.

Monitors also reported in Report No. 4 that no data had been submitted this school year on student representatives to School Parent Councils. No further data has been received by the monitors.

CONCLUSIONS/RECOMMENDATIONS

Boston continues to have operating and racially representative student councils in most middle and high schools and a functioning city-wide student organization. However, no progress has been made to establish RESC's or Communication Boards in all middle and high schools or to insure student representation to all high school School Parent Councils. Despite requests by the monitors, no supporting documentation on the progress of student organizations was submitted during this monitoring period. As a result, monitors can only question Boston's claim that " The School Department remains highly supportive of student involvement and will continue to work to develop school level support for effective forums for student involvement in goverance."

Before the Board can recommend that the Court disengage from this area, Boston should demonstrate progress in the following areas:

1. Boston must decide whether to support the implementation of RESC's in all high schools or initiate a modification to replace the RESC's with Communication Boards in all high schools.

2. A procedure, timeline and funding for training for the implementation of Communication Boards or RESC's must be identified.

3. All middle and high schools must submit yearly election data on student councils by November 1 of each school year.

4. The structure of and numbers of student representatives on the high school School Site Councils should demonstrate that meaningful student participation is both encouraged and insured.

Parent and Student Oraganizations - Attachments

1. Letter from Elizabeth Wood, CPC
2. Monitoring Proposal - CPC
3. Training Staff for year-round organizing(4 pages)

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

March , 1985

Dear

The Citywide Parents Council is planning to conduct a survey of school administrators at the middle and high school level, as well as District Five, regarding the implementation of the "Promotional Policy." As those charged with implementing this policy you will be the most reliable source of information. The content and format for this survey has received the support of Deputy Superintendents Joseph McDonough and William Dandridge.

During the second week of March you will be contacted by a "Parent Assistant" to set up an appointment for an interview which will take approximately 15 minutes.

Enclosed with this letter are three questions which will involve a more detailed response. It is my hope, that you will take the time, prior to the interview, to answer these questions in essay form and return it to the "Parent Assistant" at the time of your interview.

I will be coordinating this endeavor, centrally, from the CPC and you may contact me if you have any questions.

Sincerely,

Elizabeth Wood
Desegregation Education Advocate

/jv

cc: Lucille Koch, CPC
Claire Crayton, CPC
William Marchione, School Committee
William Dandridge, Curriculum & Instruction
Joseph McDonough, School Operations
Robert Hayden, Superintendent's Office

A multi-cultural parents organization monitoring quality, desegregated education

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617)426-2450

Implemented
March/April
1985

MONITORING PROPOSAL

RATIONALE: The purpose of this proposal is to evaluate the first phase of the implementation of the Promotional Policy affecting all Boston Public School students.

METHOD: To conduct interviews of Principal/Headmasters by "Parent Assistants." As those charged with implementing this policy, principals/headmasters will be the most effective and reliable source of information.

PROCESS:
External: To negotiate with the Deputy Superintendent of School Operations and the Deputy Superintendent of Curriculum and Instruction to allow the interviews to take place. The questions, form letter of notification and all other relevant materials will be shared with all parties prior to this project's commencement.

Internal: To recruit parents via the CPC "Indepth"; to conduct a mandatory training session for all "Parent Assistants."

TARGET POPULATION: Every Middle and High School Principal and Headmasters (41) and (12) District Five Elementary Schools. TOTAL: 54.

TIMELINE: Advertisement for "Parent Assistants" will begin the first week in February via the CPC "Indepth." Once assistants are identified, mandatory training will take place in late February. "Parent Assistants" are expected to begin interviews the first or second week in March.

LOGISTICS: Each Principal/Headmaster will recieve a letter of intent to interview which will contain three essay questions. 12 "Parent Assistants" (each would interview approximately 5 Principals/Headmasters) will make contact to set up interview times.

ANTICIPATED RESULTS: We intend to have a better idea of the number of students affected by the Promotional Policy; more specifically those in jeopardy of non-promotion. We intend to have a better sense of the remediation mechanisms and number of review teams in place to serve those students in need. We intend to make a budgetary assessment of resources necessary to provide remediation to students in the future. We intend to evaluation the school to home communication mechanisms and their impact.

CONTINGENCY CLAUSE: This proposal can not effectively go forth unless their is absolute assurance that "Parent Assistants" can be paid out of CPC's Petty Cash fund - we must avert the School Department Invoice process and pay parents "up front."

Citywide Parents Council
59 Temple Place Boston, Mass. 02111 (617) 426-2450

DEPARTMENT OF FIELD SPECIALISTS

TRAINING STAFF FOR YEAR ROUND ORGANIZING

Developed and Prepared by Mattleen Harris-Wright
Technical Assistance by Elizabeth Wood

mplemented
'1984-85
LMK,

A multi-cultural parents organization monitoring quality, desegregated education

Proposal for Training Staff for Year Round Organizing

Statement of Purpose

It is imperitive that the Department of Field Specialists have the skills needed to educate and assist the SPC Executive Committee members entrusted to them in their assigned districts.

We cannot leave to chance that all staff will 'pick-up' the knowledge little by little. We must insure that each staff member has received The Field Specialist receive a general Orientation which runs a month and deals with the how to's of the organization in terms of general operations, and we also get each staff member started on the same level of work, such as the initial letter to the principal, the first visit to meet the principal, meeting with the co-chairs, setting up the first meeting, forms to be used, etc.

Some of the proposed training will be primarily by inhouse staff. We have the skills to assist and teach each other. Other training, some of the more sensitive training will be from outside resources. All Departments have been asked to assist in the training, and will develop materials that will be of assistance to the Field Staff when they go out and use what they have learned here.

This proposal can be modified as we see the need, or if other issues arise that take precidence over what is planned, but the training will generally take place the second and fourth Tuesday of each month commencing in October of 1984, and ending in February. After that, we will review any of the areas of concentration that staff feel we needed more time to allow for indepth instruction. Overall, this should give us a Department of well-heeled Specialist-Trainers.

Other departments can, of course, attend any session.

BUDGET

Inkind contributions for copying and materials	.00
Outside trainers for 2 workshops at 150.00 dollars per day	300.00
Requested resource materials that may need to be ordered for 22 staff members estimated:	200.00
	$500.00

PROPOSAL CONTENT

October 9th, 1984 10:00 a.m. to 12:00 p.m.

"OPENING THE DOOR" Betty Wood, Facilitator

What to look for when doing your school site visit, how to show your SPC members:

-what to ask
-what to observe
-making appointments with administrators
-who to bring, and what to bring
-what to ask
-making the principal your ally

October 23rd 10:00 a.m. to 12:00 p.m.

"Co-chair Training, What works, what doesn't" Geraldine David, Sandy McCleary
"Treasurer Training Carol Ng, Facilitator
"Training Your SPC Executive Committee Secretary" Mattleen Harris-Wright-Facilit

November 13th 10:00 a.m. to 12:00 p.m.

"Monitoring our Schools"

-Data Packs
-Promotional Policy
-How to Monitor a School-The 12 cycles Betty Wood-Facilitator

November 27th 10:00 a.m. to 12:00 p.m.

"Monitoring our Schools"

-Chapter 636
-Screening Committees
-Longrange Plan Betty Wood-Facilitator

December 11th 10:00 a.m. to 12:00 p.m.

"CONFLICT RESOLUTION"
-Racial conflict resolution
-Class Distinctions-bridging the gap
-"You're on my turf"-sharing space and tasks on the SPC
-Crossing lines of conflict to insure progressive councils

Debroah Cox, Facilitator

December 13th 10:00 a.m. to 12:00 p.m. (tent)

"TIME MANAGEMENT, So you're already feeling the burnout?"
Facilitator to be announced

-How to manage your time to avoid the usual burnout that occurs in Public Service Jobs

-How to train parents to use their personal time they devote to the SPC wisely, and productively (Particularly council officers)

January 8th 10:00 a.m. to 12:00 p.m.

"DEVELOPING THOSE PERSONAL SKILLS THAT POLISH YOUR ORGANIZING ABILITIES"

-Working effectively with teachers Betty Wood, Claire Crayton
-Dealing with one issue councils, parents Betty Wood, Facilitator
-Making Referrals-avoiding becoming a 'case worker' Betty Wood, Facilitator

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January 22nd 10:00 a.m. to 12:00 p.m.

"THE MEDIA"

-Designing a newsletter that helps parents organize councils
-Tips on writing copy, for newspapers
-Giving and interview on T.V., Radio, Newspapers
-Sending general correspondence to the outside community (what goes on paper, what shouldn't)
-Other information
-Developing Resources in your district: Computer workshops for parents, Proposals, where to write for funds,
-Accessing Community Cable Service Janine Vecchia, Facilitator

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February 14th 10:00 a.m. to 12:00 p.m.

"MONITORING-WHAT TO OBSERVE AT:"

-School Committee Meetings
-City Council Meetings
-Council of Principals
-Open Houses

DISPUTE RESOLUTIONS

Only one dispute reached the level of request for State Board mediation described at section V(D)(1) of the Orders of Disengagement. This dispute concerned permanent appointments for certain members of the Department of Implementation, and was resolved informally between the Boston Teachers Union and the School Department prior to the actual commencement of the mediation process.

Complaints raised by Plaintiff-intervenors, which had previously been the subject of Dispute Resolution at the School Department level, continued to be addressed by the concerned parties without a request for State Board mediation. At a hearing held on May 13, 1985, counsel for El Comite informed the Court that School Defendants had promised a response on these outstanding issues within the week.

MODIFICATIONS

Extensive negotiations among the parties were conducted during this monitoring period, relating to a variety of Court Orders. The State Board, through its counsel and the Associate Commissioner for Occupational Education, initiated a series of discussions regarding revision of the Unified plan for Vocational and Occupational Education. As of June 1, these discussions were still being conducted, though the State Board hoped to be able to present its recommendations to the Court in June. The State Board also authorized counsel to begin a series of negotiations regarding various modifications of student assignment orders. The first four meetings in this series of negotiations were held on May 8, May 13, May 23, and May 31, and covered School Defendants' proposed consolidation of Districts III and IV, and Plaintiffs' request for modification of orders relating to the Examination Schools.

In addition to the above negotiations, which have been conducted in accordance with Section Vi of the Orders of Disengagement, School Defendants, City Defendants and the State Board held lengthy negotiations prior to the joint filing of the Unified Facilities Plan.